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ABSTRACT

This report presents findings and recommendations from a project undertaken by the Maricopa County Community College District (MCCCD) to determine reasons for a decline in business course enrollments and develop strategies to increase enrollments in management and marketing programs throughout the district. Following background information on the project, the decline in enrollments is viewed in a national context, reviewing factors contributing to business enrollment fluctuations and indicating that MCCCD experienced a 34.2% decline in business course enrollment from fall 1990 to fall 1993. Next, forces of change within the business environment and educational community in the 1990s are reviewed, and workplace skills for the future are identified, advocating the intertwining of business and educational efforts beginning at the junior high level. The next section provides a profile of the District's customer base, including information on market identification, characteristics of the current teen-age and returning/recareering adult populations, and trends in customer educational and career objectives. This section also presents results from a spring 1994 MCCCD self-study of management/marketing student characteristics and satisfaction and training needs of local businesses. Finally, a case is made for developing partnerships between business and education and recommendations in 18 areas are made for increasing marketing and management enrollment, including scheduling, advisement, recruitment/retention, delivery systems, curricula, marketing, and accountability systems. Appendixes include the project proposal, survey instruments and results, and MCCCD statistical data. (KP)

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Skill-Specific Courses for Industry

Partnerships with Business

Flexible Delivery Systems

Management/Marketing Special Project

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A Review of Enrollment Management: Issues and Strategies

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Prepared By:

Ed O'Brien
Business Division Chair-Scottsdale Community College
Norma Johansen
Business Department Chair-Scottsdale Community College
Cecelia Gardin
Business Division Secretary-Scottsdale Community College

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Prepared By:

Ed O'Brien

Business Division Chair-Scottsdale Community College

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BACKGROUND OF THE PROJECT

On December 3, 1994, Tricia Euen, Occupational Program Specialist at MCCCD, met with the 1993-94 Management/Marketing instructional council. She conveyed a request from the Occupational Deans of MCCCD for the council to investigate the district-wide decline in business course enrollment and make suggestions for improvement. In addition, Ms Euen offered $40,000 (in Carl Perkins Grant funds) for the council to use in this endeavor. These discretionary funds were available to hire consultants, pay for research, fund reassigned time, etc.. Ms. Euen indicated that the funds needed to be dispersed by August 1994.

Council members from each of the colleges praised the idea of a study, most believed that curriculum, delivery methods, and customer profiles needed to be reviewed and redefined. Therefore, Norma Johansen and Ed O'Brien of Scottsdale Community College approached Ms. Euen and Bertha Landrum, Director of Occupational Education, with the proposal contained in the Appendices.

All ten campuses in the district received invitations to join the project committee, influence its investigative process, and interpret the findings. The following colleges participated: Mesa Community College, Glendale Community College, Gateway Community College, Scottsdale Community College, and Phoenix College.

INTRODUCTION

In terms of organization of the project and this report, we felt that a review of the relevant literature was the most appropriate place to begin. Throughout this document we quote liberally from numerous sources, such as: current periodicals, books, interviews, government publications, congressional records, and professional journals. Oftentimes, we simply link excerpts from the sources with our own insights. In addition, we incorporate our district self-study results and input received from business/industry representatives as well as other community colleges from across the country. We want our readers to experience the collective wisdom of others who share our circumstances. We have, however, carefully crafted our selections to address our district-specific concerns presented within a national context.

Our first objective was to place the MCCCD experience against the national decline in business enrollment. As enrollments indicate a public response to circumstances, we also considered the following internal and external environmental factors:

- The changing environment of business and education
- Our customer: identification and needs assessment
- Partnerships: linkages between business and education

In addition to these "external" environmental factors, no situational analysis would be complete without a self-study. We attempted to view our "product" from the

perspectives of three constituencies: our faculty, our students, and a sampling of local businesses. We decided that surveys provided the most direct approach to data collection (see appendix for survey samples).

Against this backdrop we project, analyze, make assumptions, and offer recommendations. Implementation of these recommendations will require persistence and commitment at each of four levels of the organization: 1) the district office, 2) each campus, 3) college business departments, and 4) each business instructor. Change requires a willingness to discard the "factory" school with all attendant notions and build in their place new paradigms that meet our customers' needs, first, rather than accommodate our own traditions.

> Each group has its own parochial interest: budgets, supply and demand for managerial personnel, admission policies, job prospects of graduates, accreditation standards and the like. Also, however, there are fundamental concerns that transcend the narrow interests of particular groups: How, as a nation, can we best educate and develop those managing, leading and directing our organizations, particularly those organizations engaged in business-type activities? How, in short, can we make the best use of available - and clearly limited - educational and developmental resources to enhance the quality of management (and marketing)?
>
> (Porter/McKibbin, 1988)

The recommendations we make fall into two categories: 1) the immediate changes that require little more than changing our own district/college/individual policies and 2) long term adjustments requiring a strategic planning approach. Many of these recommendations are not "new" ideas. The key here is embracing these changes/adjustments as part of the evolutionary process necessary for any enterprise to grow and thrive. The practice

of analyzing your current situation and making the appropriate moves to remain competitive is a well-worn axiom in any business course. **Therefore, it is time for us to practice what we teach.**

> All institutions must adapt to changing conditions if they are to merit legitimacy and support, and higher education is no exception. But continuous self-evaluation and concomitant actions are particularly necessary for business schools as they struggle with changes in a variety of dimensions - student abilities and aspirations, faculty strengths and weaknesses, shifting and sometimes volatile social and political institutions, global interdependencies, explosions in science and technology and, not least, evolving management (and marketing) problems and practices. (Porter/McKibbin, 1988)

It is with this spirit and intent that we approached the project and the resulting report. We hope that the contents offer, "food for thought", at the very least, and perhaps outlines future actions we may take as a district, on individual campuses, and/or as individual educators, to make our "product" (program offerings and students) and "customers" (students) withstand the challenges they presently face and be positioned to seize the opportunities that lie ahead.

MCCCD ENROLLMENT DECLINE AGAINST THE NATIONAL BACKDROP

MCCCD Enrollment Decline Against the National Backdrop
- **Factors Contributing to the Rise and Decline in Business Enrollment**
- **MCCCD Enrollment Decline - How Bad is it?**

As disconcerting as a decline in enrollment is, we must view it not only in the national and cultural context, but also as part of the expanding and contracting cycle experienced by most businesses. While there is a small measure of comfort that we are not alone in this "slump", we must proactively "climb our way out". It is doubtful anyone will be throwing us a rope.

The thrust of this section, therefore, is not to simply confirm or deny a problem exists but to place it in the broader national context. We seek to disclose the factors that once lead to the boom in enrollments, and also, ironically, have lead to the current decline within business programs across the nation.

Then, with a clear grasp of the enrollment issue, we must look away from the "results" of the past actions of both educational institutions and their customers and look at the environment within which we must respond. The challenges and opportunities lie elsewhere in the future.

We must plan carefully, yet act quickly and decisively to provide the **right product**, at the **right time**, in the **right place**, at the **right price**, and we must **promote effectively**. Recognizing this shameless reference to the marketing mix we must remember that education, especially to our aging student population, is essentially

a **product** and that they (students) are our customers.

Businesses have always sought to educate their employees using outside consultants and pre-packaged training programs. Why? These sources see education (or training) for what it is. A product bundled with a corresponding assortment of services, which in tandem effectively meet a need. Subsequent sections will show how other educational institutions are responding.

FACTORS CONTRIBUTING TO THE RISE AND DECLINE IN BUSINESS ENROLLMENT

MCCCD Enrollment Decline Against the National Backdrop
→ Factors Contributing to the Rise and Decline in Business Enrollment
• MCCCD Enrollment Decline - How Bad is it?

The following series of excerpts give an overview of current literature on the above topic...

- Over the past 20 years, management educators have not had to worry about supply and demand. The number of undergraduate degrees awarded in business, management, and accounting more than doubled between 1971 and 1990, even though total undergraduate degrees increased by only one-fourth during this same period. Everyone wanted our "product". All business schools really had to do was to make it better - or cheaper. And they did...

    - Since 1987, fewer college freshmen have expressed interest in business as a major and as a career. (Between 1987 and 1991, the proportion of entering college freshman planning to pursue business careers fell by almost 40 percent. Freshmen interest in business majors also fell by one-third.) The shift away from business and management comes at a time when the population is shrinking. Over the next three years, the size of the traditional college-age cohort is predicted to be the smallest in decades. And our corporate "customers" are wondering about the value of an undergraduate business degree.

- What contributed to the sharp decline between 1987 and 1991? The truth is that many of the factors that fueled the growth in business between 1970 and 1987 were also catalysts for the decline between 1987 and 1991.

    - **New opportunities for teachers** (as stature and salaries rose to meet those of other nontechnical fields)
    - **A changing message from corporate recruiters** (undergraduate business programs were not the best preparation for a business career-rather liberal arts undergraduate degree piggybacked with graduate degree)
    - **Peaks in the number of older students**
    - **The successes - and excesses - of business during the 1980s** - highly visible excesses have created a bad image for business among young Americans.

- **Rising degree aspirations** - conscious of both their own intellectual interests and the message from corporate leaders cited above, a growing number of students seem to structure their long-term educational plan and career aspirations around completing a liberal arts major and the MBA degree.

Degree aspirations, by intended major (percentages for 1991 freshmen)

Intended Major	Bachelor's	Master's	M.D./Ph.D.	Law
Business	33.9	49.8	6.9	5.8
Arts and Humanities	25.4	40.9	22.6	8.1
Education	32.4	52.3	11.9	0.1
Engineering	23.5	49.5	24.0	1.0
Natural Science	11.4	25.8	60.1	1.2
Social Science	11.6	31.3	33.5	21.6

Note: Totals do not equal 100 because data do not include AA, divinity, and other degrees, nor students who are not planning to complete a degree.

- Business programs, accustomed to a long period of robust enrollments and rising students demand, entered the 1990s confronting a new and increasingly difficult set of enrollment and financial challenges. Accustomed to training their students in the realities of managing decline, business deans and faculty now have to apply these same analytical models to their own programs. It is a process that will cause some pain at many institutions...
  Clearly the question no longer is one of bigger, better or cheaper. The harder question is, how much of our product is wanted anymore?...
  (Green, 1992)

- For undergraduate business degrees, we see two factors that will, in all probability, inhibit further growth of significant proportions. First, the surge in demand by women, which fueled much of the growth in business enrollments during the decades of the sixties and seventies, can be expected to level off. Second, the overall saturation level for business degrees in most universities has probably been reached or is at least very close to the limits of acceptability.
  (Porter/McKibbin, 1988)

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MCCCD ENROLLMENT DECLINE - HOW BAD IS IT?

MCCCD Enrollment Decline Against the National Backdrop
• Factors Contributing to the Rise and Decline in Business Enrollment
→ MCCCD Enrollment Decline - How Bad is it?

According to figures provided by the District Grants and Research Department, MCCCD business courses have experienced a 34.2% decline in enrollment from fall 1990 to fall 1993 which is equal to 1,024 full-time student equivalents. Placed against an overall district increase of 2.5% for the same period the deterioration is clear.

Chart 1

Business Enrollment Change From Fall 1990 to 1993 (FTSE)

Business Prefixes	F 90	F 93	% Change	# Change
ACC	1,213.6	738.9	-39.1%	-474.7
GBS	910.9	619.4	-32.0%	-291.5
HRM	68.7	65.5	-4.7%	-3.2
MGT	488.4	325.1	-33.4%	-163.3
MKT	250.1	156.6	-37.4%	-93.5
REA	64.8	66.6	2.8%	1.8
TOTAL	**2,996.5**	**1,972.1**	**-34.2%**	**-1,024.4**
Dist. Total (45th day)	35,040	35,907	2.5%	867.0
Business as a % of total district enrollment	8.6%	5.5%		

Not all business programs suffered equally, however. Smaller programs such as hospitality only dipped 3 percent and real estate actually gained some ground,

according to the figures we were given. Our traditionally high volume programs such as accounting, general business, management, and marketing are all posting 30 percent plus deficits from our 1990 enrollment levels.

Perhaps we should ask ourselves if our customers aren't seeking specificity in their learning. Hospitality (including Culinary Arts) and Real Estate, both offer a **skill-intensive curriculum with clear career application upon graduation.**

Contrasted against the broad-based applications within management, marketing, and general business, some argument could be made that our older students are looking at outcomes more closely than our traditional high school cohort. Accounting is skill-based, of course, and yet it has taken the greatest hit of all, losing almost 40 percent since 1990. Unfortunately, we can look at students' falling math scores and low levels of persistence as likely factors in this decline.

(See charts pages 11 and 12)

Chart 2

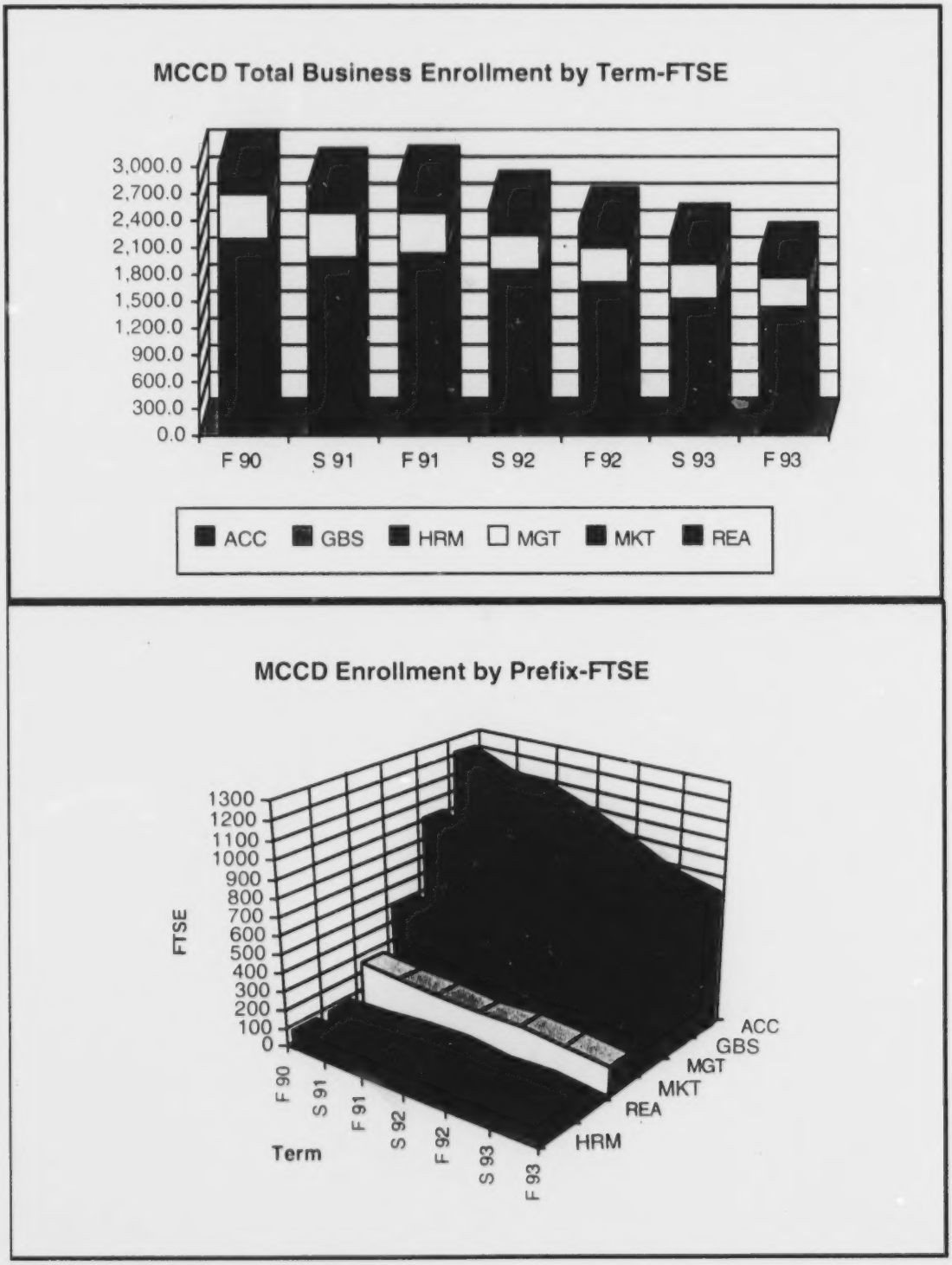
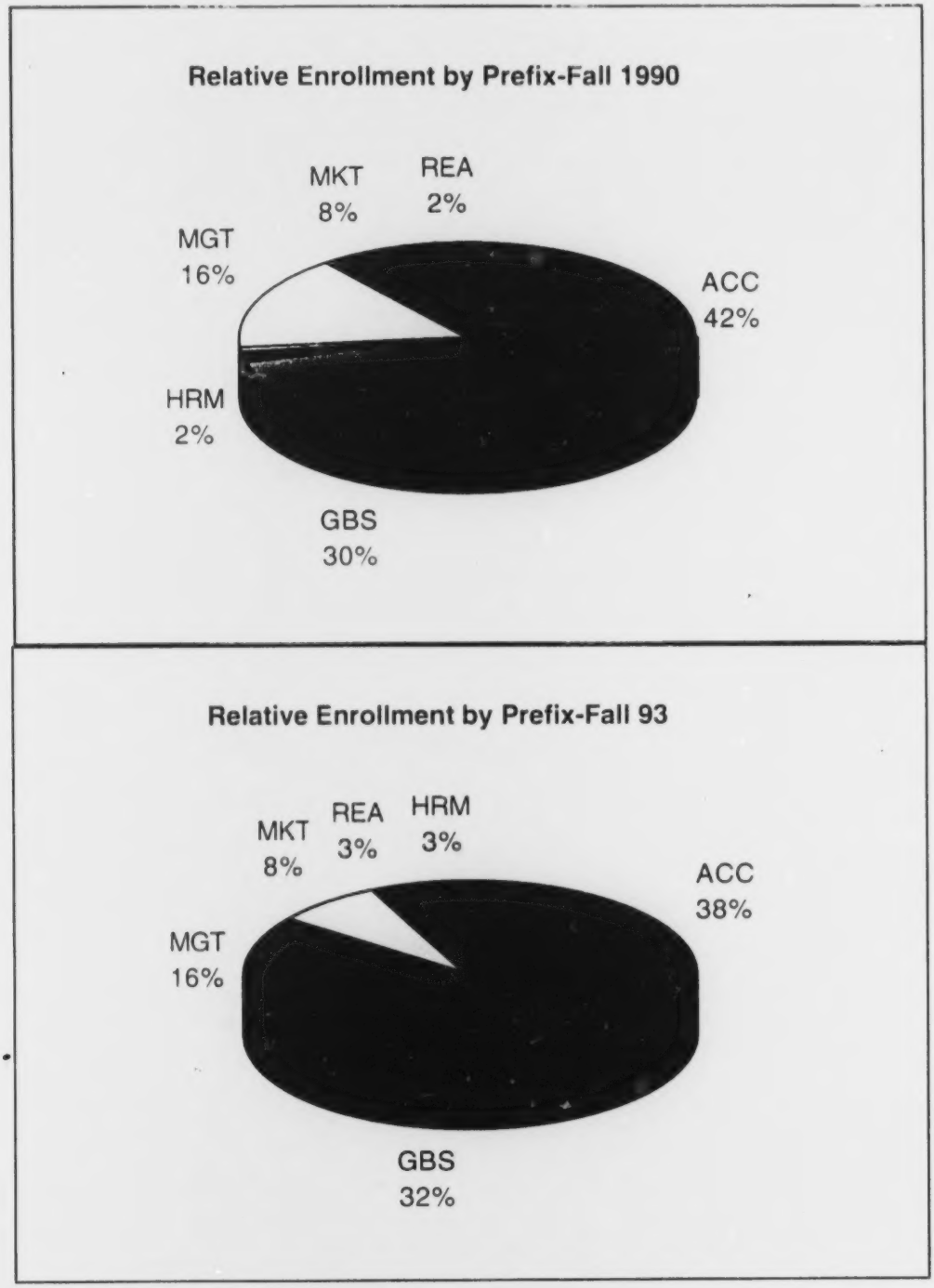

MCCD Total Business Enrollment by Term-FTSE
3,000.0
2,700.0
2,400.0
2,100.0
1,800.0
1,500.0
1,200.0
900.0
600.0
300.0
0.0
F 90
S 91
F 91
S 92
F 92
S 93
F 93
ACC
GBS
HRM
MGT
MKT
REA
MCCD Enrollment by Prefix-FTSE
FTSE
1300
1200
1100
1000
900
800
700
600
500
400
300
200
100
0
F 90
S 91
F 91
S 92
F 92
S 93
F 93
Term
ACC
GBS
MGT
MKT
REA
HRM

Chart 3


Relative Enrollment by Prefix-Fall 1990
MKT
8%
REA
2%
MGT
16%
ACC
42%
HRM
2%
GBS
30%
Relative Enrollment by Prefix-Fall 93
MKT
8%
REA
3%
HRM
3%
ACC
38%
MGT
16%
GBS
32%

Furthermore, it is worth noting that our transfer program to the in-state universities, long a source of district pride, may be creating some enrollment backlash of its own. Arizona State University, clearly the largest consumer for our business students, has methodically added general education requirements to their transfer program at the expense of our business courses that once counted as equivalent courses toward the business core.

The point bears repeating. **All** business courses **in general business, management, marketing, small business management, hotel restaurant management, supermarket management, and international business with the exception of** the courses listed below, transfer only as **elective** credit to ASU.

The very restrictive nature of our transfer agreement allows a "business major" to take a maximum 24 credits from the business divisions at Maricopa out of the 63 credit transfer total. (This number is reduced to 18 credits on campuses where the economics courses are taught in a division other than business.) The breakdown is as follows:

Business Core Requirements 1994-95 to be taken at MCCCD for ASU

Bachelor of Science transfer students 21 credits

- ECN 111 and 112 Macro and Micro Economics (6)
- ACC 111 and 112 and 212 Accounting Principles/Managerial Accounting (only six credits transfer as core credit)
  or ACC 211 and 212 Financial/Managerial Accounting (6)
  or ACC 230 and 240 Uses of Accounting Information I and II (6)

- BPC/CIS 105 Survey of Computer Information Systems (3)
- GBS 221 Business Statistics (3)
- GBS 205 Legal, Ethical, and Regulatory Issues in Business (3)

- GBS 233 Business Communication counts for L1 credit (3) in the General Studies requirements

Our transfer agreement requires business students to take 42 of the 54 credits required for General Studies (78%) at the community college. The remaining 72 credits of the 126 total for the BS degree are within the business core and electives. Of this 72 credits only 21 (see list above) qualify for direct transfer to ASU or 29 percent of the total. Therefore, we are teaching all of the general requirements and passing them on to learn business elsewhere.

Business programs have also seen a diminishing demand for our AAS degrees in favor of the more general transfer and general studies degree. However, business courses rarely count toward any of our own MCCCD general education requirements:

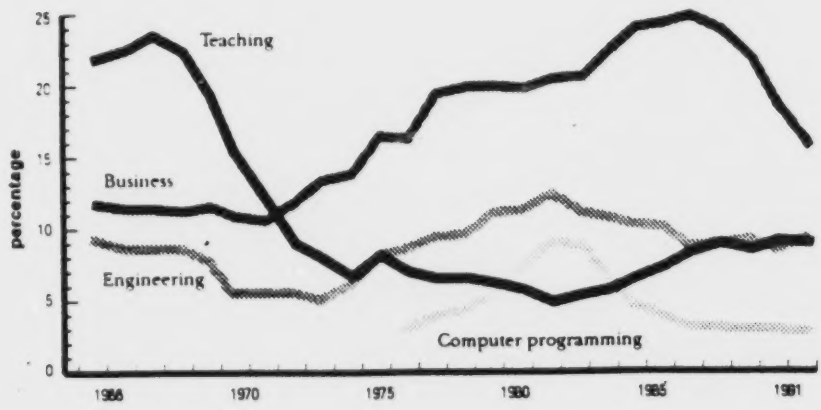
- Computer Usage - ACC 115, HRM 126
- Literacy and Critical Inquiry - GBS 233, HRM 206

We need to review the applicability of our courses toward fulfilling some of these requirements.

Again, to give some perspective to enrollment declines at MCCCD, we offer some comparative statistics from "After the Boom: Management Majors in the 1990's" by Kenneth C. Green:

- In the past two decades:
  - The proportion of entering college freshmen planning to major in business almost doubled, rising to a peak of 26 percent in fall 1987.

FIGURE 1.3
Career preferences of entering college freshmen, 1966-1991. (From Astin et al., 1991; Dey et al., 1991a.)



  - The total number of undergraduate management degrees more than doubled (from 115,000 in 1971 to over 249,000 in 1990), even through the total number of baccalaureate degrees grew by only 21 percent.

- The market share of business degrees awarded to undergraduates almost doubled, from 13.7 percent in 1971 to 24.3 percent in 1989.

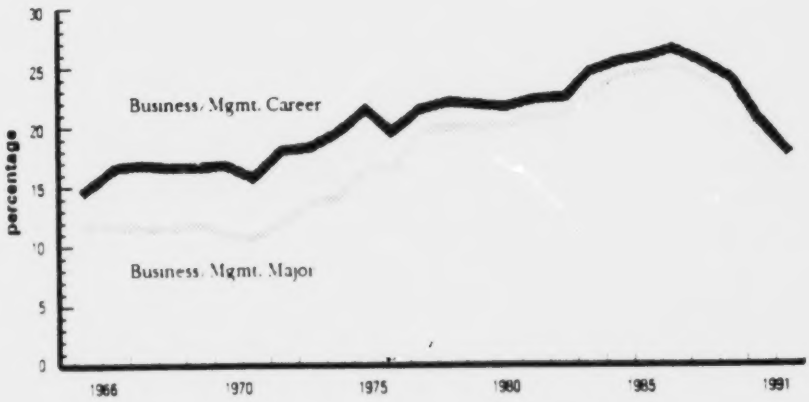
TABLE 1.2
Changes in the market share of undergraduate degrees by major, 1971-1989 (rank order and percentage of earned degrees, selected fields and years)

Rank	1971	1981	1989
1	Social science (23.0%)	Business/mgmt. (21.3%)	Business/mgmt. (24.3%)
2	Education (21.0%)	Social science (15.1%)	Social science (15.4%)
3	Humanities (17.1%)	Humanities (14.3%)	Humanities (14.7%)
4	Business/mgmt. (13.7%)	Education (11.8%)	Education (9.5%)
5	Natural science* (9.8%)	Natural science (8.4%)	Engineering (6.4%)
6	Engineering (6.0%)	Engineering (8.0%)	Natural science* (6.7%)
7	Computer science (0.3%)	Computer science (1.6%)	Computer science (3.0%)

Source: *The Condition of Education*, National Center for Education Statistics, 1991
* Includes biological sciences, natural science, and mathematics

- However, new evidence suggests the boom has peaked and now is in decline. Between 1987 and 1991, the proportion of entering college freshmen planning to pursue business *careers* fell by almost 40 percent.

FIGURE 1.2
Freshman interest in business majors and careers, 1966-1991 (From Astin et al., 1991; Dey et al., 1991a.)



Freshmen interest in business *majors* also fell one-third and MBA enrollments in the United States were starting to level off after years of steady, often rapid expansion.

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THE CHANGING ENVIRONMENT OF BUSINESS AND EDUCATION

The Changing Environment of Business and Education
- **Changes Within the Business Environment**
- **Changes in the Educational Community**
- **Workplace Skills for the Future: Where Business and Education Meet**

Newspapers and periodicals reveal a panorama of corporate layoffs, falling student test scores, new access to the information highway, flattening of the organization, widening of the earnings gap, and the globalization of our economy. Business and education are being challenged to anticipate and adjust for these and other changes that are transforming our culture, our customer, and the workplace.

Business will need a new breed of worker. An educated adult capable of working in teams, able to make decisions based on critical reasoning, who embraces the concept of lifelong learning to keep their skills sharp. This future employee is not formed within the rigid structure of the factory system. Only in the crucible of the new-age classroom can students realize their potential as thinkers and doers rather than listeners (maybe) and test-takers.

Acknowledging that this paper will have many readers having diverse sets of interests we will simply present the material as we found it, noting our sources, so that each reader/campus can seek additional information on excerpts that speak to their situational needs. In the subsequent pages we have gathered a representative sample of national wisdom on future trends in American business and education.

We have defined several subsections:

- Changes within the business environment
- Changes in the educational community
- Workplace skills for the future - Where business and education meet

CHANGES WITHIN THE BUSINESS ENVIRONMENT

The Changing Environment of Business and Education
→ Changes Within the Business Environment
• Changes in the Educational Community
• Workplace Skills for the Future: Where Business and Education Meet

The following series of excerpts give an overview of current literature on the above topic...

- "The United Way of America's Strategic Institute, working with its volunteer Environmental Scan Committee, has identified more than 100 specific trends in society and grouped them into nine major "changedrivers" for the 1990s. The list of changedrivers represents the Institute's best collective judgment of the key developments likely to affect American society in the next decade."... A rough outline follows:
  1. The Maturation of America - Maturing of the baby-boomers, graying of America, maturing and sophistication of tastes, moving away from obsession with youth, and into an environment that will be more realistic, more responsible, and more tolerant of diversity.
  2. The Mosaic Society - Rising levels of education, increasing ethnic diversity, a growing population of elderly, more single-person households, and other diversity-related trends. Technology is enabling products to be customized for each of the parts of the mosaic society, further reinforcing their distinctive identities.
  3. Redefinition of Individual and Societal Roles - A blurring of the boundaries that have traditionally defined the roles of the public sector versus the private sector, as well as individual versus institutional responsibilities.
  4. The Information-Based Economy - Information technologies are changing the way people communicate, work, and play. These changes in daily activities, driven by advances in computers and microelectronics are beginning to create a new pattern of economic and societal organization.
  5. Globalization - The movement of products, capital, technology, information-and-ideas-around the world is continuing to increase. This is having several significant effects: a) increasing foreign ownership of US industrial base and a growing presence of US firms in other countries, b) the relative economic power of the US is declining as other nations develop mature industrial economies, c) US consumers are experiencing more cultures through travel, imports, immigration, international organizations and the media. An increasing globalization of tastes and ideas is occurring.

6. Personal and Environmental Health - Quality-of-life issues, particularly the health of the individual and the state of the environment, are beginning to emerge as key areas of public concern.

7. Economic Restructuring - Global economic competition, deregulation, new information technologies, and diverse and changing consumer tastes are forcing an ongoing restructuring of American business. This is happening at many levels: a) global economic activity is spread among more nations as newly industrializing countries emerge with robust economies, b) entire industries are being globalized and restructured, c) large corporations are cutting management layers, d) small firms are being created in unprecedented numbers, e) firms in all sizes are continuously assessing their structure and offerings because market conditions are so volatile.
8. Family and Home Redefined - many functions that once were handled predominantly by families such as meal preparation and child care - are increasingly offered as services by commercial concerns while other activities such as shopping have been brought into the home.
9. Rebirth of Social Activism - environmental deprivation, deterioration of public infrastructures, pervasive homelessness, lack of affordable housing and extensive child poverty are getting increased attention.

(United Way Strategic Institute, 1990)

Elements of the Old Workplace	**Elements of the New Workplace**
Structured	Flexible
Employer will take care of employees	Employees responsible for self
Stable, secure	Changing, little security
Work for others	Self-employed
Local/National economy	International economy
White, male influence	Multi-ethnic/female influence
Large employers	Small employers/units
Continual employment	Frequent periods of unemployment
Labor intensive	Knowledge intensive
Worker as instrument	Worker as human resource
Education completed	Lifelong learning
Focus on product	Focus on customer
Financial incentives	Variety of incentives
Job specific, clear delineation of duties	Many duties, cross training common
Pay linked to position	Pay for productivity
Dollar driven	Value driven

(Crow, 1993)

The following is excerpted from the Workforce 2000, Executive Summary:

- The purpose of this research study is not to provide policy prescriptions, but to furnish the basic intelligence on the job market that we can use in evaluating the adequacy of our current public policies and, where needed, undertaking new policy initiatives.

- But the trends discussed in the report have implications for more than federal policy. Business, labor, the schools, and state and local government officials in communities across the nation will all need to reflect on how well they are positioned to meet the increasingly higher levels of skills and education that will be required by the jobs of the future.

- **Four key trends will shape the last years of the twentieth century:**

- The American economy should grow at a relatively healthy pace.
- US manufacturing will be a much smaller share of the economy in the year 2000 than it is today. Service industries will create all of the new jobs, and most of the new wealth.
- The workforce will grow slowly, becoming older, more female, and more disadvantaged. Only 15% of the entrants to the labor force over the next 13 years will be native white males, compared to 47% in that category today.
- The new jobs in service industries will demand much higher skill levels than the jobs of today. Very few new jobs will be created for those who cannot read, follow directions, and use mathematics. Ironically, the demographic trends in the workforce, coupled with the higher skill requirements of the economy, will lead to both higher and lower unemployment: more joblessness among the least skilled and among the most educationally advantaged.

- **These trends raise a number of important policy issues.** If the United States is to continue to prosper - if the year 2000 is to mark the end of the first American century - policy makers must find ways to:

    - **Stimulate balanced world growth:** To grow rapidly, the US must pay less attention to its share of world trade and more to the growth of economics of the other nations of the world, including those nations in Europe, Latin America, and Asia with whom the US competes. **(speaks to international business and global economics)**

- **Accelerate productivity increases in service industries:** Prosperity will depend much more on how fast output per worker increases in healthcare, education, retailing, government, and other services than on gains in manufacturing. **(speaks to training for service-sector industries)**

- In education for example, competition is needed at the elementary and secondary school levels, where the monopoly position of the public schools has stifled innovation. In order to provide a benchmark for measuring gains, national standards and nationally comparable tests are essential. At the same time, new investments are needed in educational technology, in particular to develop a large base of public domain software to teach math, reading, science, and more advanced courses.

- Although worker retraining has become a catch phrase, and the federal government and private industry now spend billions of dollars for retraining, there is still not national consensus that all workers should expect to learn new skills over the course of their work lives. Except in few companies, training is confined mostly to the top and bottom ranks of employees, with little systematic effort to insure that all workers are constantly reinvesting in themselves to avoid obsolescence. National policies that promote such corporate and individual attitudes toward retraining should be backed up with changes in the tax code to encourage lifelong education.

- **Maintain the dynamism of an aging workforce:** As the average age of American workers climbs toward 40, the nation must insure that its workforce and its institutions do not lose their adaptability and willingness to learn. (lifelong learning)

- ***Reconcile the conflicting needs of women work and families:*** Three-fifths of all women over age 16 will be at work in the year 2000. Yet most current policies and institutions covering pay, fringe benefits, time away from work, pensions, welfare, and other issues were designed for a society in which men worked and women stayed home.

- ***Integrate Black and Hispanic workers fully into the economy:*** The shrinking number of young people, the rapid pace of industrial change, and the ever-rising skill requirements of the emerging economy make the task of fully utilizing minority workers particularly urgent between now and 2000. Both cultural changes and education and training investments will be needed to create real equal employment opportunity.

- With fewer new young workers entering the workforce, employers will be hungry for qualified people and more willing to offer jobs and training to those they have traditionally ignored. At the same time, however, the types of jobs being created by the economy will demand much higher levels of skill than the jobs that exist today. Minority workers are not only less likely to have had satisfactory schooling and on-the-job training, they may have language, attitude, and cultural problems that prevent them from taking advantage of the jobs that will exist.

- Not only will the jobs become more sophisticated and demanding, but the numbers of new workers entering the workforce will begin to increase after 1993. Now is the time to begin investing in education, training, and other assistance. These investments will be needed, not only to insure that employers have a qualified workforce in the years after 2000, but to finally deliver the equality of opportunity that has been America's great unfulfilled promise.

- ***Improve the educational preparation of all workers:*** As the economy grows more complex and more dependent on human capital, the standards set by the American education system must be raised.

- **As the society becomes more complex, the amount of education and knowledge needed to make a productive contribution to the economy becomes greater. A century ago, a high school education was thought to be superfluous for factory workers and a college degree was the mark of an academic or a lawyer. Between now and the year 2000, for the first time in history, a majority of all new jobs will require post-secondary education.**

- **Put simply students must go to school longer, study more, and pass more difficult tests covering more advanced subject matter. There is no excuse for vocational programs that "warehouse" students who perform poorly in academic subjects or for diplomas that register nothing more than years of school attendance. From an economic standpoint higher standards in the schools are the equivalent of international competitiveness.**

Workers and Jobs in the Year 2000

- Changes in the economy will be matched by changes in the workforce and the jobs it will perform. Five demographic facts will be most important:
  - The population and the workforce will grow more slowly than at any time since the 1930s.
  - The average age of the population and the workforce will rise, and the pool of young workers entering the labor market will shrink.
  - More women will enter the workforce.
  - Minorities will be a larger share of new entrants into the labor force.
  - Immigrants will represent the largest share of the increase in the population and the workforce since the first World War.

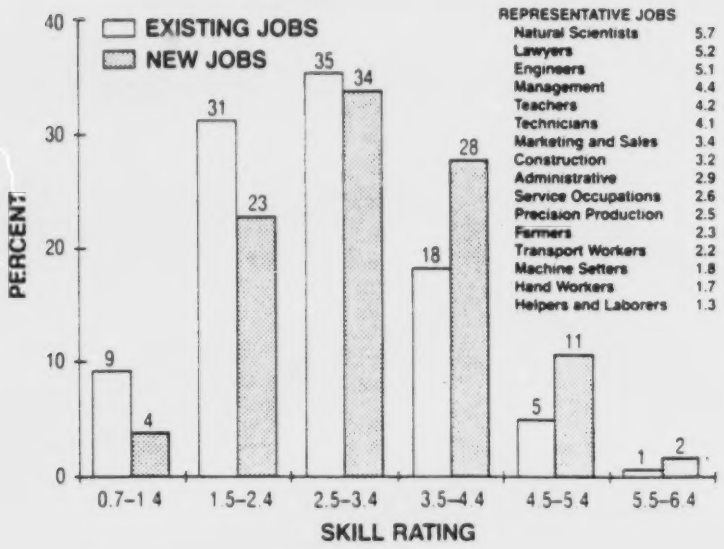
	1985 Labor Force	Net New Workers, 1985–2000
Total	115,461,000	25,000,000
Native White Men	47%	15%
Native White Women	36%	42%
Native Non-white Men	5%	7%
Native Non-white Women	5%	13%
Immigrant Men	4%	13%
Immigrant Women	3%	9%

Source: Hudson Institute.

- Juxtaposed with these changes in the composition of the workforce will be rapid changes in the nature of the job market. The fastest-growing jobs will be in professional, technical, and sales fields requiring the highest education and skill levels. Of the fastest-growing job categories, all but one, service occupations, require more than the median level of education for all jobs. Of those growing more slowly than average, not one requires more than the median education.

- Ranking jobs according to skills, rather than education, illustrates the rising requirements even more dramatically.

Figure 1
LOW SKILLED JOBS ARE DECLINING



Source: Hudson Institute.

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Table 3-7
THE CHANGING OCCUPATIONAL STRUCTURE, 1984–2000

Occupation	Current Jobs (000s)	New Jobs (000s)	Rate of Growth (Percentage)
Total	105,008	25,952	25
Service Occupations	16,059	5,957	37
Managerial and Management-Related	10,893	4,280	39
Marketing and Sales	10,656	4,150	39
Administrative Support	18,483	3,620	20
Technicians	3,146	1,389	44
Health Diagnosing and Treating Occupations	2,478	1,384	53
Teachers, Librarians, and Counselors	4,437	1,381	31
Mechanics, Installers, and Repairers	4,264	966	23
Transportation and Heavy Equipment Operators	4,604	752	16
Engineers, Architects, and Surveyors	1,447	600	41
Construction Trades	3,127	595	19
Natural, Computer, and Mathematical Scientists	647	442	68
Writers, Artists, Entertainers, and Athletes	1,092	425	39
Other Professionals and Paraprofessionals	825	355	43
Lawyers and Judges	457	326	71
Social, Recreational, and Religious Workers	759	235	31
Helpers and Laborers	4,168	205	5
Social Scientists	173	70	40
Precision Production Workers	2,790	61	2
Plant and System Workers	275	36	13
Blue Collar Supervisors	1,442	−6	0
Miners	175	−28	−16
Hand Wworkers, Assemblers, and Fabricators	2,604	−179	−7
Machine Setters, Operators, and Tenders	5,527	−448	−8
Agriculture, Forestry, and Fisheries	4,480	−538	−12

Source: Hudson Institute.

(Johnston, 1987)

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- The Secretary's Commission on Achieving Necessary Skills (SCANS) was asked to examine the demands of the workplace and whether our young people are capable of meeting those demands.

- Specifically, the Commission was directed to:
  - Define the skills needed for employment;
  - Propose acceptable levels of proficiency;
  - Suggest effective ways to assess proficiency;
  and
  Develop a dissemination strategy for the nation's schools, businesses, and homes.

- The message to us was universal: good jobs will increasingly depend on people who can put knowledge to work. What we found was disturbing: more than half our young people leave school without the knowledge or foundation required to find and hold a good job. These young people will pay a very high price. They face the bleak prospects of dead-end work interrupted only by periods of unemployment.

- Two conditions that arose in the last quarter of the 20th Century have changed the terms for our young people's entry into the world of work: the globalization of commerce and industry and the explosive growth of technology on the job. These developments have barely been reflected in how we prepare young people for work or in how many of our workplaces are organized. Schools need to do a better job and so do employers. Students and workers must work smarter. Unless they do, neither our schools, our students, nor our businesses can prosper.

- SCANS research verifies that what we call *workplace know-how* defines effective job performance today. This know-how has two elements: *competencies* and a *foundation*. This report identifies five competencies and a three-part foundation of skills and personal qualities that lie at the heart of job-performance. These eight requirements are essential preparation for all students, both those going directly to work and those planning further education. Thus, the competencies and the foundation should be taught and understood in an integrated fashion that reflects the workplace *contexts* in which they are applied.

- The five SCANS competencies span the chasm between school and the workplace. Because they are needed in workplaces dedicated to excellence, they are hallmarks of today's expert worker. And they lie behind the quality of every product and service offered on today's market. (See Appendix)

- The competencies differ from a person's technical knowledge for example, both accountants and engineers manage resources, information, systems, and technology. They require competence in these areas even though building a bridge has little to do with balancing a set of books. But in each profession, the competencies are at least as important as technical expertise. The members of the Commission believe these competencies are applicable from the shop floor to the executive suite. In the broadest sense, the competencies represent the attributes that today's high-performance employer seeks in tomorrow's employee.

  (SCANS, 1994)

- Of course, business schools have tried for years to help big corporate clients make executive education more useful by designing customized programs. But companies are opting to create their own courses because they can cast a wider net for the best faculty--at lower cost.

- The savvier companies, such as Champion International Corp., favor experts with less marquee value, figuring they're more likely to study the company and play an instrumental role in implementing changes.

- Nevertheless, much of Corporate America believes that it's more important to link educational and training efforts directly to corporate objectives.

  (Bongiorno, 1993)

- **Small Business Tunes Up:**

  Upgrading Worker's Skills - Small companies are investing more money in basic skills training to enable employees to master new technologies.
  Forging Alliances - Many share distribution networks and manufacturing facilities.
  Outsourcing - Instead of adding new employees, small businesses are hiring outside companies to handle everything from clerical chores to sales.
  Buying Smarter - Some small companies are forming cooperatives to buy supplies in bulk to get better deals from manufacturers.
  Going High-tech - Small businesses are improving operations by adding sophisticated telecommunications and computer systems.

- Finding educational sources for a largely unskilled workforce as well as upgraded skills in technical areas

  (Touby, 1993)

- **Six Trends That Will Reshape the Workplace**

  1. The average company will become smaller, employing fewer people.
  2. The traditional hierarchical organization will give way to a variety of organizational forms, the network of specialists foremost among these.
  3. Technicians, ranging from computer repairman to radiation therapists, will replace manufacturing operatives as the worker elite.
  4. The vertical division of labor will be replaced by a horizontal division.
  5. The paradigm of doing business will shift from making a product to providing a service.
  6. Work itself will be redefined: constant learning, more high-order thinking, less nine-to-five schedules.

  (Kiechel III, 1993)

- **Statement of John Lynch, President, Towers Perrin**: This survey addressed such Workforce 2000 issues as: a national labor shortage; a mismatch between skills needed in the workplace and the actual skills of workers; an aging work force; a culturally diverse work force; more women in the work force, and changing worker values and lifestyles.

  Our work leads us to three major conclusions:

  - One. Workforce 2000 changes are part of a vast change in our economic life. These changes are so profound that they require a fundamental re-examination of the public and private sector assumptions and policies governing human resource management.

  - The second conclusion is that such a re-examination is already taking place, but not fast enough or broad enough, but it has begun. Corporate structures today appear to be headed for a radical reconstitution. They are becoming more decentralized, more flexible, and more responsive to a constantly changing and increasingly competitive global marketplace.

  - Authority and power in these organizations are gradually shifting from a centralized decision making structure to semi-autonomous teams. These teams are characterized by the pluralism of culture, race, gender, values and skills that we call Workforce 2000. For instance, 35% of respondent companies use employee involvement teams; 13% have already developed self-managed work teams, and 28% train supervisors to foster worker autonomy.

- Our third conclusion is that a much broader re-examination of workplace and work force policies involving both the public and private sectors must begin now. As our survey shows, Workforce 2000 is already here. (Hearing before the Committee on Labor and Human Resources - United States Senate, July 19, 1990) (Meeting, 1990)

Trends in labor force and work...

- ...the body of knowledge required to excel in a particular area precludes excellence across all areas....
- By the year 2000, we predict that 88 percent of the labor force will work in the service sector. Of that 88 percent, 44 percent will be working in the information industry, and 22 percent will be working at home....
- Five of the ten fastest growing careers between now and 2001 will be computer-related. Demand for programmers and systems analysts will grow by 70 percent....
- Approximately 63 percent of new entrants into the labor force between 1985 and 2000 will be women....
- The declining birthrate in the 1960s and early 1970s means that fewer young people are entering the job market today. The number of jobs is increasing, creating entry-level labor shortages. This problem will grow in the late 1990s, especially in the service sector.
- This may produce more entry-level job opportunities for high school graduates, as companies grow willing to train them on the job.
- Colleges, business, and the military will vie for youth 16 to 24 years old, who will shrink to 20 percent of the labor force in 1985 to 16 percent in 2000....
- By 2000, 85 percent of the labor force will be working for firms employing fewer than 200 people....
- Expect changes in management style, toward more participation by workers on a consultative basis.

The actual work will be done by task-focused teams of specialists....
...A typical large business in 2010 will have fewer than half the management levels of its counterpart today, and about one-third the number of managers.

- Middle management will all but disappear as information flows directly up to higher management for analysis.
- Downsizing, restructuring, reorganizations, and cut backs of white collar workers will continue until the late 1990s.
- Computers and information management systems have stretched the manager's effective span of control from 6 to 21, thus, fewer mid-level managers are needed. Top managers will have to be computer literate to retain their jobs and must make sure they achieve that increased span of control.

- With major firms "trimming the fat," the pyramid will be flattened, with the specialists on the bottom.
- Opportunities for advancement will be few because they will come within the narrow specialty, bosses will refuse to die or to retire.
- Finding top managers will not be extremely difficult...
- Without higher education, expectations may never be met. In 1986, male high school graduates not enrolling in college earned an average of 28 percent less, in constant dollars, than a comparable group in 1973....
- By 2000, one of every ten people in the United States will work for the hospitality industry....
- This trend extends to:

  Retail: Big chain department stores and giant discounters succeed. So do small boutiques.

  Hotels: Both large, luxurious hotel chain and economy hotels are thriving. Mid-priced family operations are being squeezed out.

  Restaurants: Both elegant dining and cheap, fast-food restaurants are making it at the expense of sit-down family restaurants.

  Hospitals: Large hospital corporations and small walk-in medical centers are flourishing. single independent hospitals and small chains are being absorbed by the large corporations.

  Agriculture: The farmer making over $500,000 is flourishing: the farmer who makes under $100,000 is surviving on non-farm income: the middle-income farmer is going bankrupt.

  Banks: Interstate and international banks are growing rapidly: at the other end of the spectrum, local banks that emphasize service are succeeding.

  Financial institutions: Small, local brokers are prospering, while independents are forced to merge to survive. Witness the recent merger of E.F. Hutton and Shearson-Lehman Brothers....

  (Cetron/Davies, n.d.)

- In the best organizations, learning in the sense of creating new knowledge will take place every day, as people encounter novel situations, struggle to remove old problems, and seek innovation to gain a jump on the competition. ...the ultimate act of learning will be embedded in the person and team as they do their work.

  But to create true learning organizations in the fast-paced world of the future, training and development activities have to be performed by practically everyone in the workplace on nearly a daily basis; there's not time to wait for the "professionals" to mount a course or create a program.

  (Argyris,1994)

CHANGES IN THE EDUCATIONAL COMMUNITY

The Changing Environment of Business and Education
- Changes Within the Business Environment
- → Changes in the Educational Community
- Workplace Skills for the Future: Where Business and Education Meet

The following series of excerpts give an overview of current literature on the above topic...

- There is nothing to prevent school districts across the country from adopting these and many other reforms - nothing but the inertia of 16,000 school districts. But that inertia is rapidly disappearing in the face of political pressure from enraged parents.

- The key, of course is in the hands of parents themselves...all stakeholders must accept responsibility for the performance of their local school system: i.e., part-time teachers and assistants, work to raise school budgets to pay teachers for performance, and with school administrators to see that funds are used to promote effective classes in the core subjects, above all they must make certain that their own children understand the importance of a good education and have the support required for the difficult job of learning.

Trends in Education:

- Technology, coupled with flexible home, work, and learning schedules, will provide more productive time for schooling, training, and working.
- There is a growing mismatch between the literacy (vocabulary, reading, and writing skills) of the labor force and the competency required by the jobs available. Both ill-prepared new work-force entrants and already-employed workers, who cannot adapt to changing requirements and new technologies, contribute to this mismatch.

Students

- The number of public-school enrollments in the US will increase by the year 2000.
- One million young people will drop out of school annually, at an estimated cost of $240 billion in lost earnings and foregone taxes over their lifetimes.
- The number of students at risk of dropping out of school will increase as academic standards rise and social problems (such as drug abuse and teenage pregnancy) intensify.

Teachers

- The US will need 2 million new teachers in the public school system between now and 1995 but only 1 million will be available.
- The expected attrition of the aging teaching force, class-size policies, and school enrollment projections will be major factors in determining the numbers of new teachers required to staff US schools.
- Teachers' salaries will continue to be debated in the 1990s while research regarding the relationship of financial incentives to retention of qualified teachers continues.

Curriculum and Instruction

- Lifelong learning will generate birth-to-death curriculum and delivery systems.
- A core curriculum for all students will emerge as parents, teachers, business leaders, and other stakeholders debate what is important for the learning enterprise: basic skills versus arts or vocational education versus critical thinking.
- The focus on thinking globally will make foreign language a requirement for all students entering college.
- Vocational education, with emphasis on higher technical literacy will be required for increasing numbers of students. Access to vocational education will be demanded by more parents and clients.
- Secondary students will come to value vocational education more highly as reform efforts bring about a restructuring of schools, especially an integration of academic and technical skills.

Higher Education

- Only 15% of the jobs of the future will require a college diploma, but more than half of all jobs will require post-secondary education and training.
- There will continue to be an oversupply of college graduates, especially in liberal arts. A liberal arts background is valued in principle, but not in pay or in competition for jobs that require specialized skills.
- Community colleges and technical institutes will become major determinants of technological growth in communities and within regions.

School Reform and Restructuring

- A national philosophy that stresses reform (e.g. merit pay, longer school days, and years, etc.) put in place for US will continue to lose ground to other industrialized nations.
- Flexible school scheduling will result in more learning time for all students.
- More accountability at all levels. (Cetron/Gayle, 1990)

- In my view, there is one shift which stands above all the others in terms of significance: the shift from the "traditional student" of yesterday to the "adult learner" and the consequent implications for changes in the faculty role.

- The new students differed significantly from the earlier students in their approach to classes and instructors, their irregular schedules caused by jobs or family responsibilities, their different interests in and commitment to learning, their part-time status, their demands for fewer arbitrary schedules and regulations, and their wanting more justification for assignments and grading systems.

- In the Maricopa District, this need came to be translated into a major commitment to staff development projects which resulted in a transformation - a paradigm shift - in the manner in which faculty viewed and carried out their professional roles. They came to see themselves as less conveyers of cognitive information and more as managers of the instructional environment in which both they and the student functioned. (Berry, 1990)

- ...However, change may come too slowly for many concerned about the effectiveness of management education and the ability of programs to respond to changing market conditions and shifting student preferences. The well-established routine of the academic calendar often undermines efforts to think strategically about program development. Moreover, curriculum innovation, according to the National Center for Research to Improve Postsecondary Teaching and Learning (NCRIPTAL) at the University of Michigan, typically requires about five years from initial conceptualization to full implementation - about the time it generally takes for the American auto industry to design a new car and bring it to market.

- Yet change, fast or slow, often causes us to lose sight of the broader context. For example, the eager, often aggressive career orientation common among today's undergraduates easily overshadows the fact that most will not yet be in their thirties by the year 2000; their careers will easily extend through the first third of the twenty-first century.

- Change is one of three key challenges confronting management education in the 1990s. The Commission on Admission to Graduate Management Education (1990) cites accelerating rates of change and complexity in technology, together with the globalization of world markets and increasing demographic diversity, as the "three key issues" that will affect management students and programs in the coming decade. These issues clearly apply to undergraduate management education as well....

(Green, 1992)

- Whatever else may be said about the future, and no matter how hedged are the predictions of the futurists, the inescapable conclusion seems to be that *change* has indeed become (perversely) a steady fixture on the landscape of 20th-century life.

- ...it seems more appropriate to advocate an acceptance of change as a way of life in the future. **Instead of recommending changes in the system to cope with some specifically identified changes in the environment, *we believe that the system itself should be made as responsive as possible to major changes which may occur.*** This would require attention to sensing changes as they occur and flexibility with which to address them. In other words, we recommend *institutionalized flexibility* to cope with what has become institutionalized change.

- Business schools insistently include strategic planning as a subject in their curricula; however they do not always practice what they teach. Relatively little planning for anything beyond next semester's classroom schedule (so to speak) really takes place in a great many schools. **Inertia of tradition, inadequacy of marginal resources, strength of continuing market demand, and especially, lack of incentive systems with which to reward change in academia all combine to inhibit strategic planning.**

- Perhaps our most disturbing finding was the general absence of concern for, or even expressions of awareness of, looming changes in the environment in which business schools will be operating in the next 10 to 15 years. **We believe, however, that there are a number of increasing expectations and societal trends which business schools will need to take into account *if* they are to avoid aimless drift and possible eventual irrelevance.** Among the more important are the following:

  - Greater accountability demanded of all institutions
  - Higher costs and a shift in the burden of who pays
  - The increasingly important role of universities in regional, national, and international economic development
  - International relationships and the globalization of management
  - Changing pedagogical methods through developments in communications technologies
  - Increasing emphasis on entrepreneurial activities
  - Changing demographics

  Of overarching importance, in our view, in charting the business school's course for the next decade and beyond, is a trilogy of changing factors: (1) supply/demand patterns for business education, (2) societal expectations of institutions, and (3) employer expectations.
  (Porter/McKibbin, 1988)

Workplace Skills for the Future - Where Business and Education Meet

The Changing Environment of Business and Education
- Changes Within the Business Environment
- Changes in the Educational Community
- → Workplace Skills for the Future: Where Business and Education Meet

Business, government, and education have been trading blows recently. The educational community is concerned with the lack of jobs available for the graduates as well as the lack of government funding necessary to keep up, much less stay ahead of technology. Government complains that "throwing money at the problem" has neither raised test scores nor slowed the dropout rate. Business is disturbed by the lack of skills exhibited by today's graduates as well as those of some existing employees.

The traditional nature of our system gives education the responsibility for learning from age 5 to 22, at which time the young adult is released into the world of work. Students are taught to stay in their chair rather than to interact, memorize rather than explore, raise their hand when they want to speak, and that they only need endure from September through June and they have earned a three month vacation. The teacher is responsible for all preparation while students are often passive members of the audience. Hardly the environment to nurture the skills identified in the excerpts that follow.

Students must see the value of their education beyond the classroom. Early on we must draw a parallel in their minds between their coursework and

their ability to make a living. (In addition, we must identify what making a living means. A realistic view of the cost of living.) Skill identification must become a priority so students may begin to see themselves in roles beyond the classroom, perhaps skipping college completely if their career path leads along lines more effectively met by trade or technical schools.

Therefore, we assert it is necessary for business and education to "intertwine" their efforts early in the educational process, perhaps junior high. **Business leaders should come into the classroom and educators should go to the workplace**. Both groups can learn from the experience, and help our students see the progression of school to work more clearly. We must help students identify their skills and attributes, much as we assess Reading, Math, and English competencies today. This testing should be mandatory for all students coming directly from high school and highly advised for those returning to school. Testing would be followed by a short-term course that would provide students with career information, job search skills, and professional development training.

As educators, it is our role to facilitate dialogue with business to ascertain their current and future needs. We must take the leadership role as we think in terms of skills, whereas most businesses simply see work to be done. We must work with business to identify generic as well as industry specific skills which can be incorporated into the classroom. We could work with local businesses to construct **skill mosaics**, as suggested in the following excerpt, and then come in behind

with the appropriate blend of courses to meet the need.

- Recently a large corporation conducted a study to determine the skill profile of what it considered to be the key capstone positions within the company -- the 'bread and butter' front line positions responsible for most of the revenues. This organization provides specialized management expertise to clients in the food industry through resident executives.

- The company was interested in developing the skill mosaic of these resident executives and conducted multiple interviews with successful executives to determine the kinds of skills needed for individuals to succeed in these positions. Additionally, the company was interested in finding out what skills were necessary to identify and screen 'high potential hires' -- individuals who could be brought into the company with a high degree of confidence that they could succeed in resident executive roles...

- By conducting this study and identifying the specific skill mosaic appropriate for the resident executive position, the company was able to accomplish four important objectives:

  1. Articulate clearly to employees the skills necessary to achieve the position -- in essence, making Critical Skills part of the company's vocabulary.
  2. Incorporate specific skills into the company's performance evaluation procedures.
  3. Identify the "Critical Skills" to be used in identifying and hiring "high potential hires".
  4. Develop interview questions and techniques specifically designed to measure candidate's Critical Skills.

  (Jett/Callen, 1993)

The following series of excerpts give an overview of current literature on the topic of Workplace Skills for the Future...

- A Vision of IBM Human Resource Performance in the Year 2000. The following succinctly summarizes New Directions in Education:

NOW	The Year 2000
Plan by jobs	Plan by skill
Courses	Instruction modules
Traditional ISD	Automated development
Explicit evaluation	Embedded measurement
Culture dependent	Automatic translation
Limited media	Multisensory
Local catalogs	Worldwide libraries
Centralized	Distributed
Management-initiated	Employee-initiated

  - Education planning will be done by skill rather than by job.
  - Instruction will be provided in modules rather than in courses.
  - Courseware development will be automated via expert systems.
  - Testing will be embedded and continuous rather than being an explicit event.
  - Modules will be multisensory, accommodating various learning styles.
  - Networks will provide access to worldwide libraries of instructional modules rather than limiting an employee to local catalogs.
  - Education will be truly distributed rather than under the central control of someone other than the learner.
  - Employees can initiate necessary education experiences themselves.

(Charp, 1994)

WORKPLACE KNOW-HOW

- A high-performance workplace demands workers who have a foundation of various competencies and skills.

  Workers need:
  - **Basic skills** - reading, writing, arithmetic and mathematics, speaking and listening.
  - **Thinking skills** - the ability to learn, to reason, to think creatively, to make decisions and to solve problems.
  - **Personal qualities** - individual responsibility, self-esteem and self-management, sociability and integrity.

Effective workers can productively use:

- **Resources** - They know how to allocate time, money, materials, space and staff.
- **Information** - They can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.
- **Systems** - They understand social, organizational and technological systems; they can monitor and correct performance; and they can design or improve systems.
- **Interpersonal skills** - They can work on teams, teach others, serve customers, lead, negotiate and work well with people from culturally diverse backgrounds.

(Source: The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, 1992)

(Western, 1994)

- While jobs evaporate, work will persist and be done by individuals hired for a particular project and assigned to that project's team. When the task is complete and the team disbands, the individual will go on to the next project, maybe within the same organization, like the people who design a new chip for Intel, or perhaps back in the freelance swim, as with the artists and artisans who come together to make a movie. In an "age of de-jobbing," as Bridges characterizes it, an individual will necessarily keep himself more market-ready -- constantly scanning to identify the market for his services, and honing those distinctive services so that they continue to have value in that market...

- Ours will be an economy of one-person organizations... The biggest propellant in this trend toward smaller, even singular organizations: information technology (or IT), the computer network in particular, which substitutes market mechanisms--outsource that vestigial function and put the request for proposals on the net--for the intracorporate coordination that used to go on, sometimes haltingly to be sure, among the departments of a big, bureaucratic company...

- So-called hyperspecialists thrive in the new milieu... Electronic networks will effectively make the world a single market, at least for experts.

- Managers will command no premium in status or compensation over the people whose work they, uh, coordinate. If the M-types no longer have a lock on the information of most value to the company--sorry, but the team needed that to get its work done--and if they bring no special

expertise comparable to that of other team members, why should they be paid more?

- The new economy will be a service economy, the overwhelming majority of its workers in the business of delivering services....
- The core of the new economy consists of converging telecommunications and computer technologies, and to succeed you will need to know how to use them, if only to collect your E-mail...
- More and more work will be done by teams addressing projects that have a beginning and an end...
- Finally, these people, or at least the ones among them who are going to triumph in the new economy, are always learning: reading journals, posing questions to equipment vendors or trade-show exhibitors, talking with others in their discipline...
- Some offerings are sponsored by corporations to keep their employees up to date, others are requested by students--in other words, the curriculum is market-driven, as befits a program that gets no state funding...
- "They're interested in an organized course of study leading to a certificate," she says--a certificate they can show an employer or potential employer...
- The "new majority"--"older, mostly intermittent learners seeking either baccalaureate degrees or job-specific skills" rather than a four-year, straight-through college experience...
- Even as a manager, you have to add value. You have to be good at something in the arena you're working in...
- They will have better skills for dealing with people--themselves included--than the average executive today...
- Career Architect, from Lominger Ltd. of Minneapolis. It consists in part of a deck of 67 cards of "core managerial competencies and characteristics,"... The beauty of it is, the company also evaluates each of its managers on the most important dimensions, preferably using 360-degree feedback--from subordinates and peers, as well as higher-ups--to see who fits the job, who doesn't, and who might with some coaching on specific skills. (Kiechel, 1994)

- **The growth of the Information industries is creating an extremely knowledge-dependent society.**
  - Service workers will make up 88 percent of the U.S. labor force by 2000. Half of them will be involved in collecting, analyzing, synthesizing, structuring, storing, or retrieving information.
  - Half of these people (22 percent of the labor force) will opt for "flex-place" arrangements, which allow them to work at home, communicating with the office via computer terminals.
  - Industries that will benefit from expert systems include insurance, investments and banking, manufacturing and process control, equipment diagnosis, and quality control.
  - By 2001, nearly all college textbooks and many high school and junior high books will come with computer disks to aid in learning....
- **Growing acceptance of cultural diversity will promote the growth of a truly integrated national society:**
  - Our beliefs and values are shaped by what we see and hear. Throughout the U.S. people see the same movies and TV programs.
  - Schools across the country teach essentially the same thing....
  - Technological advances such as the computer, robotics, and CAD/CAM directly affect the way people live and work....
  - The engineering, technology, and health industries will all grow rapidly, and many new biotechnology jobs will open up....
- **The international economy will gain importance throughout the 1990s...**
  - The design and marketing cycle - idea, invention, innovation, imitation - is shrinking steadily. Successful products must be marketed quickly, before the competition can copy them....
- **Education and training are expanding throughout society...**
  - the Job Training Partnership Act.
  - Rapid changes in the job market and work-related technologies will necessitate increased training for virtually every American worker....
  - In the next ten years, close to 6 million jobs will open up for professionals, executives, and technicians in the highly skilled service occupations. This especially applies to health care.
  - Up to 4 percent of the labor force will be in job retraining programs at any moment in the 1990s.
  - Schools will train both children and adults around the clock....
  - State, local, and private agencies will play a greater role in training by offering more internships, apprenticeships, pre-employment training, and adult education.
  - Professional alliances between high school and college faculties will spread rapidly. One popular option will be "2+2+2 programs" between high schools, two-year colleges, and four-year colleges....
  - Education is becoming more individualized, as interactive

computer/videodisc systems and other new media permit students to learn according to their needs and abilities....

- More businesses will participate in school, job training, and community course programs.
- Corporations now invest some $85 billion per year in employee education and retraining. That will double by 2001...
- The Job Training Partnership Act, budgeted at $4.6B for the 1993 fiscal year, calls on private business to help direct the training of unemployed workers. This helps to ensure that trainees will find jobs when they graduate from the program.
- Most new jobs are generated by small businesses, which cannot afford to pay for training. Half of all funding for formal training comes from the 200 to 300 largest companies in business and industry....
- Two year colleges and associate degrees will gain popularity, because they are more affordable than four-year programs.
- Five-year co-op college programs also will increase dramatically in the rest of the decade....

- **Educational institutions will pay more attention to the outcomes and effectiveness of their programs.**
  - In part, this will be forced on them by growing demand from the public and from state legislatures.
  - Faculty will (often reluctantly) support efforts to assess their classroom performance and effectiveness.
  - Academic departments will also support assessment of their academic programs' results and effectiveness...
  - Computer-supported approaches to learning will improve educational techniques and make it possible to learn more in a given period.
  - The ultimate consequence may be a one-sixth reduction in learning time overall....
  - By 2001 there will not be enough adolescents to sustain the current number of colleges and universities. Colleges will close their doors, merge with other schools in a federation, reduce faculty size and class offerings, and seek more adult students...
  - College and university instructors will find employment at secondary schools, in business-based education programs, and in producing educational electronic software....

(Cetron/Davies, n.d.)

- In the area of executive education, we strongly believe that a significant number of business schools can and *should* develop the expertise to be major suppliers of high-quality education of this type not just because there will be a market demand, which there is likely to be, but also because such involvement keeps the faculty in closer touch with the profession about which they are teaching and in which they are doing research. The

question is whether a given university business/management school will have the acumen, skills, and especially, motivation to respond to this demand.

- There also appears to be a growing expectation that the business school should be held accountable for its activities. The societal demand for greater accountability is reinforced by the shifting patterns of funding for education. Gone are the days when education - and particularly university education - was essentially a free good for a large proportion of the population. With the shift from a primary base of tax support to a system in which the students or their sponsors pay an increasing share of the cost being borne directly, **public institutions will be expected to become rather more like their private counterparts, i.e., more responsive to market demand.**

- **The External Organizational Environment** - It has been traditional for business/management schools to place most of their curriculum emphasis on what can be called the "internal" organizations environment, that is, on how to improve the operation and financial effectiveness of the firm. There needs to be a proportionate increase in attention to the external environment-governmental relations, societal trends, legal climate, international developments, among other areas - for the obvious reason that these events "outside" the organization are increasingly penetrating the internal operations of the firm and affecting its core efficiency and effectiveness.

- **The International Dimension** - Noted in some detail what "futurists" have been predicting about the developing globalization of the world's economy, including such concepts as "gross world product" (GWP). A critical issue, at least as far as the United States is concerned, is what part this country will in fact play in this expanding level of international trade. **And one important aspect of this issue is how the education provided by business/management schools will facilitate and support that role.** ...A debate has gone on for some time within business/management schools about whether the worldwide dimension should be dealt with in separate courses or as part of existing courses in various functional areas (marketing, finance, etc.)

- **The Information/Service Society** - We stressed two trends that already were occurring and which seem likely to accelerate in the years immediately ahead: the move from a primarily industrial to an increasingly service-oriented economy and the related development of a strong focus on the generation, distribution, and management of information. **...This means that virtually all organizations, whether industrial or service, will have**

rapidly expanding needs for managers who can understand, comprehend, and utilize information for increased performance and productivity. ...Since these kinds of effects are pervasive across different functional areas, business/management schools in the next decade will need to take a hard look at *how an information orientation can be incorporated into the entire curriculum and into fundamental research activities.*

- **Cross-functional Integration** - The need for business/management education to provide sufficient attention - in the curriculum and in other activities - to an *integrated* approach to problems that cut across specific functional areas. ...It was our strong impression from our visits to a sample of more than sixty schools, there continues to be an overfocus on traditional functional areas as separate entities and a corresponding underfocus on how knowledge based on these specific functional areas can be put together to solve the complex, multifaceted problems in today's business world.

  Business school's primary response to the need for cross-functional integration has been to require a single "capstone" business policy/strategy course that students take in their final term in the program. Is this enough? We think not. **For one thing, the increasing attention being given to entrepreneurial activities - at the level of individual student interest - demands a more integrated, cross-functional approach.**

- **"Soft" (People) Skills** - Developments occurring over at least the past decade or so indicate strongly that the very nature of organizations, particularly business organizations, is changing and the way they are carrying out their work is changing. They are becoming less hierarchical, which among other things means that lateral relationships are becoming at least as important as the traditionally emphasized superior/subordinate vertical relationships. Likewise, organizations are becoming, on average, more participative with diminished reliance on the exercise of "top down" autocratic authority.

  ...Finally, and perhaps most critical, is the question of whether there are sufficiently well-validated and feasible methods available to the faculty to bring about a demonstrable increase in such skills as leadership and effective interpersonal influence.

  ...Faced with these obstacles that hinder any easy and quick solutions to strengthening these skills, business schools will need to be both aggressive and inventive in attacking the overall problem. One straightforward approach would be to examine course offerings to determine if there are

opportunities in the classroom situation to focus on such skills to a greater extent than is now the case, through various assignments such as term projects and in-class presentations and other interpersonal activities. A second potential major avenue of attack could be through out-of-class activities related to the educational program, especially if they can be connected to classroom situations where these real-world experiences can be examined with the assistance of an instructor so that guided and focused learning takes place. **We found considerable sentiment, for example, in the business world for business/management schools to devote more attention to arranging for internships (paid or unpaid) for those students lacking in substantial work experience. Related to this is the possibility of greater use of co-op arrangements, where students go to school, and then work during alternating terms.**

- **Teacher Development** - As with managers, the needed development of faculty members does not stop with the completion of their pre-employment education. **Our data indicated that faculty members, across all categories of schools, believe strongly that more development efforts by their schools are needed than are now being provided. This should become a major agenda item for schools in the future.** Presumably, the *lifelong learning perspective* surely applies as much to business school faculty as it does to corporate executives.

(Porter/McKibbin, 1988)

- We're finding that wherever we go now, people are asking if the training we deliver will make a difference. They want to know how we will tie learning into changes in behavior and performance and bottom-line results. ...We must figure out how to measure the impact of what we do and gear our training toward outcomes that companies need.

- The underlying element in the reinvention (of organizations) - the thread that ties together reengineering, TQM, and self-directed teams - is the gradual disappearance of "the job" as the dominant way of packaging work. For a century, Americans have been so immersed in jobs that we've come to confuse them with employment. But "the job" is actually a 19th-century invention, designed to do the standardized work of a mass-production workplace.

  The demise of jobs is behind the "tempting of America", outsourcing, the virtual corporation, and other phenomena that make people say that there is no security in the workplace anymore. That idea is understandable but wrong. **There is security, but it lies in learning to work in and for an organization in a new way.**

The biggest training market in the coming decades is going to be for activities that help people learn to work under these new conditions. **Whatever their form, these will provide ways of learning to act like a self-employed person, like a vendor.** These programs are going to stress:

- learning to see your organization as a market
- learning to spot customers' change-created needs
- learning to understand and capitalize on your own core competencies
- learning to differentiate and market your services as a "product"
- learning to run your career as a small-business venture - "Me & Co."

(Argyris, 1994)

- The challenge for management programs - for deans and for faculty - is to think carefully about the undergraduates of the 1990s and the rapidly changing world these students will confront in the next century. In that world, as noted by the Commission on Admission to Graduate Management Education, change, globalization, and demographic diversity will be critical issues - both for corporations and nations.

- Perhaps the best preparation for the changing world of the future is found in the advice that sage professors pass along to their prized students. They impress upon their students the importance of core knowledge, well-developed interpersonal and technical skills, and - perhaps most important - a capacity for self-renewal. It's good advice for students in any field. And it is also very good advice for thinking about curriculum innovation in management education:

  - What is the *core knowledge* in key management areas (finance, accounting, marketing, MIS, organizational behavior, etc.) that students will need in the next century? How will that core knowledge change in 5 or 10 years?

  - What are the essential *personal and technical skills* that students must have when they enter the job market? What is the half-life of those skills? How long will those skills be useful?

  - How can the undergraduate experience foster a capacity for self-renewal recognition that in a rapidly changing world, skills and knowledge stay current only through continuing reassessment and investment?

(Green, 1992)

OUR CUSTOMER

Our Customer
- Market Identification
- Today's Teens
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- Educational and Career Objectives
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Some within our ranks would take exception to the title of this section. They would argue in favor of student as the appropriate moniker. But times have changed and so has our customer. Our classrooms are no longer primarily filled with last year's high school seniors, that need us to guide them through the next stage of their academic career. Today we see women returning to the workforce and seeking the underpinnings of a formal education. We see adults 25 to 55 years of age who want to change jobs and perhaps follow an entrepreneurial dream. We have mid-managers, who having been a victim of down-sizing or right-sizing, are hoping to develop or refresh specific skills such as utilizing computers, running a small business, or marketing, in an effort to be more competitive with other job hunters.

We are competing with every other college, university, trade school, and proprietary school to attract and retain these savvy "consumers". These customers have become accustomed to convenience in every facet of their lives from fast-food to E-mail to the home shopping network. They are all trained consumers who know a value when they see one, believe the customer is always right, and if dissatisfied, they won't be back.

Adult learners expect to see immediate value for the time and money invested in

their education. They seek application to their present and future careers. They live very complex, complicated lives and it is important that the educational institution have flexible scheduling and a service-oriented faculty and staff.

Our returning adults and teenagers, also a well-documented group of consumers shop for price, convenience, as well as other personal benefits and enroll in the programs that best meet these purchase criteria.

What follows are a few excerpts from MCCCD Chancellor, Dr. Paul A. Elsner's, Encyclical III, that underscores our position.

- The thin line between Maricopa and our competition is a favorable pricing arrangement that is often counterbalanced with annoying personnel-intense seat time, traditionally dictated place, inconvenient clock hours, and often poorly integrated learning with work and other life priorities. As a competitor, the Maricopa Community Colleges stand rather exposed.

- Faculty prided themselves on the excellent work they sought to do, but faced failure because they were doing what they wanted to do and not what their customers demanded.

- Community colleges are not an exception, in wanting to continue to do what they want to do. If the Maricopa Community Colleges will concentrate on satisfying its students through a continuously caring, effective teaching and learning doctrine, it will stay vital and healthy: Maricopa cannot survive by doing only what it feels it wants to do.

- Colleges would not have to worry about enrollment it they concentrated on their student customers. To some, this is a commercially crass statement. Some of our faculty will shudder that we even use the word "customer" in relationship to students. However, if we do not read and study our student's needs, if we do not build upon the self-esteem of our students through large and small successes, we cannot hope to retain our students and therefore our financial stability.

(Elsner, 1993)

MARKET IDENTIFICATION

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The following series of excerpts give an overview of current literature on the above topic...

- The impression was widely held that relatively few undergraduates concentrate in business administration because they are intellectually attracted to the subject....Often they major in business because they feel that they will wind up in business and that it is therefore only reasonable to take a business degree.

  A second group...majored in business because...quite positively, they want and are seeking what they consider to be a career in business....[Such students] often express[ed] a desire for a "practical" education which will...give them higher starting salaries and higher lifetime earnings than any alternative.

  The third category...were students who could not find any other major that interested them and/or who anticipated that business courses would be easier than those in other majors. In short, they were the students of that era who "have given the undergraduate business schools a reputation for having weak students."

- The critics of current business school graduates have singled out four major areas of concern:
  1. Overly high expectations.
  2. Lack of organizational loyalty.
  3. Poor communication and interpersonal skills.
  4. Lack of leadership skills.

  (Porter/McKibbin, 1988)

- Family income data point to a broad dispersion of income levels among the population of aspiring business majors. One-fifth are from families with incomes under $25,000, slightly higher than most other fields except education. And fully one-fourth come from families where annual incomes exceed $75,000. The slightly higher proportion of students from families with incomes under $25,000 again highlights the role of business as a field

for first-generation college attenders and the role business programs, in particular, play in providing upward mobility for families with little or no history of higher education.

- Although the content and rigor of the undergraduate management curriculum have changed dramatically over the past 20 years, undergraduate business programs still do not draw a large share of the most academically talented students. The freshmen who enter college planning to pursue business majors have lower high school grades and SAT scores than their peers in other majors.

- Compared with their peers, business students enter college with a stronger sense of their social skills. They are more likely to report being popular and, together with students in the social sciences, report a very high level of social self-confidence. Business students rank second on their sense of competitiveness, well behind engineering majors but ahead of all other groups. And despite their individual aspirations for leadership roles, as a group business majors rank themselves fourth on leadership skills; however, the spread in self-assessed leadership skills is quite small across all majors, less than 6 percentage points.

- The data on the high school activities of business majors reinforce the previous findings regarding their academic orientation and involvement. Compared with their peers in other majors, business students spend less time on homework, are less likely to have done extra class reading or assignments, and spend more time "partying."

- ...How did business students spend their time in high school if they were not doing a lot of homework? Like their peers in other fields, business students spent their time on sports and exercise, on working part[time jobs, and on partying. As a group, however, business students were more likely than almost all of their peers to participate in high school sports, to work for pay, and in particular, to party.

- Business students are least likely of all freshmen to have done extra reading or classwork. And despite their self-assessed social skills, they have comparatively little contact or out-of-class involvement with high school teachers. Together with engineering students, business majors were least likely of all students to have been a guest in a teacher's home or to have asked a teacher for advice after class.

- Somewhat surprisingly, given the strong association between desktop computers and business, future management majors reported low levels of computer use - lower than all other fields except education.

- The prospect for duplicating curriculum design and overlapping courses (e.g., how many times does a management student need an introductory course in accounting, microeconomics, marketing, or organizational theory?) may be important issues for some campuses. However, the issue may now be moot.

- In the wake of the demographic shifts and declines that began to affect U.S. colleges and universities in the early 1980s, a growing number of campus presidents and academic deans discovered the enrollment and financial benefits of improved undergraduate retention.

- But the transition from the baby boom to the baby bust in the early 1980s also prompted a subtle but significant transition in institutional and departmental perspectives on both admissions and retention. Student affairs officers, often perceived to be aligned with student interests, gained new credibility on many campuses: retention was no longer a soft issue involving student life and the nonacademic experiences of undergraduates. Rather, retention became a new institutional priority, linked to both program quality and stable institutional finances.

- The overall retention and degree completion rate for entering freshmen planning to pursue business majors is about 60 percent, slightly below the national average for all 1986 freshmen in four-year colleges and universities. Still, freshman business students have a slightly lower overall degree completion rate than their peers in most fields, save for the social sciences.

- ...equal proportions of freshman business majors (about 40 percent) either complete a degree in business or drop out of college; only 20 percent defect from business to complete a degree in another field.

- Data from the follow-up analyses suggest that the largest migration into business comes from undecided freshmen.

- Business majors are indeed different from their peers planning to major in other fields. They are more likely to be first-generation college attenders. A smaller proportion report high school grade-point averages in the A/A- range. However, they are surprisingly confident (perhaps cocky) about their academic skills, even with their lower grades. They are also more focused on (some might say preoccupied with) financial security and attainment than most students. As a group, they are more conservative on political and social issues than students in other majors.

- Are these findings surprising? For many observers - working from either

firsthand knowledge or general stereotypes - they are probably not. Some faculty, in business schools and elsewhere, may react with a certain smugness to the data on academic skills and the seemingly materialistic values of these students. However, a more appropriate response is to view this new data comparing business students with their peers as one facet of a complex profile of business majors. These data help explain the attitudes, values, and experiences of students planning to major in business. This data also point to ways that business programs can enhance their curricula to better prepare their students for the challenges that confront them in the 1990s and on into the twenty-first century.

- Across all institutional market segments, a larger proportion of men than of women identify themselves as business majors. The proportion of freshman men and women planning to pursue business majors shows a consistent gap of about 5 percentage points across all institutional sectors.

- Across all institutions, except black colleges, the enrollment runs about 55 percent male.

- Overall degree aspirations for men and women planning business degrees are quite similar. Roughly one-third of the men and women report that the highest degree they plan to complete is a bachelor's degree, while half anticipate completing a master's degree.

- Across the sexes and all institutional sectors, four of five students indicate that to "make more money" and to "get a better job" were "very important factors" in their decision to attend college. On these issues, there is little difference between the sexes.

- Some of the most interesting data on business majors involve their intended specializations and career plans. There are significant differences across both the sexes and institutional types in the intended concentrations of freshmen planning to pursue business majors.

- Over one-third (34.4 percent) of the women planning to major in business intend to specialize in accounting, compared with just one-fifth (24.1 percent) of the men. The rising interest in accounting among women has been tracked over the past decade as part of the annual CIRP reports (see Dey et al., 1991a). The reasons for the popularity of accounting among women may be open to speculation: for some, accounting may represent a certifiable business skill, one that offers a range of work environments and opportunities, such as large accounting firms, large and midsized corporations, small businesses, consulting, private practice, and part-time options. Whatever the reasons for the migration of women into accounting,

it is clear that they currently dominate the undergraduate pipeline, accounting for more than two-thirds of the freshmen who intend to specialize in this field.

- Almost half (46.5 percent) of the men planning to major in business intend to specialize in general management and business administration, compared with just under two-fifths (37.0 percent) of women. Finance draws almost twice the proportion of men (10.5 percent) as women (5.2 percent). And women are slightly more likely than their male peers to identify marketing as their area of intended concentration (13.5 percent for women, compared with 12.3 percent for men).

- General management and administration are the top career choices across all institutions, accounting for roughly two-fifths of the fall 1991 freshmen who plan to major in business; accounting garners an almost equal proportion of students, although with greater variation across institutional types. Marketing is fairly stable at about one-eighth of the population of future business majors. Finance, which ranks fourth and accounts for less than a tenth of the students, also shows the greatest institutional variability.

- Across institutional segments, management is the top career choice...Accounting is the second most preferred career....Student aspirations to own a business are fairly stable across all segments, accounting for about one-tenth of the freshmen planning business majors.
(Green, 1992)

TODAY'S TEENS

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- ...with their grown-up sensibility and passion for bizarre fashion combinations and the newest technologies. They are the leading edge of a demographic wave that will wash over the U.S. during the next two decades, transforming our culture and economy.

- This year, the teen population should hit nearly 25 million. During the next decade, it will grow at close to twice the rate of the overall population, according to U.S. Census Bureau projections.

- By the time this bulge peaks in 2010.....it will crest at 30.8 million...

- This particular group of teens, molded by the social revolutions of the past two decades, is far different from the post-World War II generations....two-income household....personal computers CD-players, portable phones, VCRs, video games, and microwave ovens.....Multiculturism.....

- ...exposed to very adult problems.....In many ways, they grow up having to fend for themselves....

- ...teenagers are responsible for far more decisions than other postwar generations, and they're being asked to take on more adult tasks. They shop for themselves,...

- ..."in their brains, they have the knowledge of adults,"....."Yet they have the hormones and experiences of young people."

- In addition to having substantial control over the choices in their lives, these teens have staggering spending power.....teenagers will spend $89 billion this year.

- This dual demographic bulge will also pose acute problems for the nation's policymakers, who will have to decide how to divide scarce resources....such looming teen problems as rising rates of violent crime, out-of-wedlock births, and finding jobs for this generation when it enters the workforce.

- They're just what's ahead for America....Soft drink bottlers are crediting teenagers for a resurgence in regular sodas...Fashion is following a teen beat, too.

- Teens are early adopters,....That can be powerful word-of-mouth marketing...there's a good chance they'll keep him or her as a customer...Teenagers are also a valuable market right now because they already have plenty of money...Not surprisingly, teens are calling the shots on a broad range of purchases.

- Teens who do the family shopping wield even more consumer clout...Teens can power big-ticket purchases, too...Media companies have always viewed teens as a big opportunity..."They don't know what they want, they have less experience using products, and they are more easily persuaded and influenced by advertising."

- ..."relationship marketing."...They know that these teens prefer stories to the loud, fast-paced, music-video-style ads that the Busters were so enamored of....

(Zinn, 1994)

RETURNING AND RE-CAREERING ADULTS

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The following series of excerpts give an overview of current literature on the above topic...

- The average college student is getting older! A 1988 study by the College Board found that six million students--45 percent of the nation's undergraduate enrollment--are at least 25 years old. Within a decade...adult learners (60 percent of them women) will be a majority on college campuses across the country.

- Why the sudden surge of older student? Demographics, for one thing....

- Other factors have also played a part. **With the shift toward a service economy and the advent of advanced technology, higher education has become a necessity for workers seeking to upgrade their careers. In many schools, in fact, the most sought-after programs are those emphasizing some sort of career instruction.**

- Older adult students have been responsible for a number of campus and curriculum changes. Today you'll find more parking for commuter students, degree programs offered during the evening and on weekends...administrative offices that are open later in the evening and all day Saturday; and a complete program of classes conducted at more convenient off-campus sites.

- Saint Mary-of-the-Woods College near Terre Haute, Indiana, lets students earn degrees through independent study, conferring with professors by phone and mail.

- Self-directed programs, correspondence courses and degrees-by-computer are all alternative methods of getting an accredited degree.

(Bianchi, 1991)

- Beginning in the late 1960s and well into the 1970s, many urban and metropolitan U.S. colleges and universities found a relatively new clientele: students outside of the traditional college-age population. Many had some college experience when they were 18 or 19 years old; they were ""returning" to campus to complete the undergraduate degree.

- The National Center for Education Statistics (1991) reports that between 1976 and 1989, the market share of full-time students over 35 grew by 54 percent, while the proportion of full-time students under 22 dropped by 13 percent. The gains in enrollment among older students are due to both demographic factors (the aging of the baby boomers) and the economic/labor market issues (the need for more workers to get or upgrade educational credentials in an increasingly competitive labor market.)

TABLE 1.5
The aging of the college-attending population (percentages)

	Age distribution of full-time students			Age distribution of part-time students		
Year	**16-21**	**22-34**	**Over 35**	**16-21**	**22-34**	**Over 35**
1976	60.2	30.0	7.9	23.5	53.2	23.3
1980	60.3	31.6	8.1	20.4	57.7	21.9
1983	57.2	33.9	8.9	21.5	54.6	23.8
1986	54.3	35.1	10.6	18.7	55.6	25.9
1989	54.2	33.6	12.2	17.3	53.9	28.8
Percentage change 1976-1989	-11%	12%	54%	-26%	1%	24%

Source: National Center for Education Statistics, 1989

- These older students have brought new challenges to U.S. college campuses and classrooms. ...these students are serious about their education, eager to make every minute count. They also are far more vocation oriented and thus drawn to majors **with more explicit links to careers** than their younger peers.

- Prior to their arrival in large numbers on college campuses beginning in the early 1970s, most four-year colleges and universities generally ignored part-time students. However, the growth of this segment coupled with the demographic declines affecting the traditional 18 -to-24-year-old population made the adult student a desired client. Campuses began to develop **"adult colleges" and weekend programs** specifically to accommodate older students. (Green, 1992)

EDUCATIONAL AND CAREER OBJECTIVES

Our Customer
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The following series of excerpts give an overview of current literature on the above topic...

- Business schools can point to the rising enrollment of women as the key factor in their growth over the past two decades. Indeed, the women's movement and the mass migration of large numbers of young women away from traditionally feminine careers as secretaries, teachers, and nurses is responsible for well over half of the overall growth in undergraduate business programs between 1970 and 1990.

- Moreover, the movement of women into business came primarily at the expense of education majors and teaching careers. In 1967, for example, upward of 40 percent of the women entering college planned to pursue teaching careers. By 1982, this figure had fallen by three-fourths, to less than 7 percent. Concurrently, the proportion of freshman women planning to pursue business careers (including careers in accounting, management, and sales) rose by a factor of 7, from less than 3 percent in 1966 to a peak of 22.6 percent in 1985.

- Less often discussed but still significant factors in the rise of business education during the 1970s and 1980s were both the growing postsecondary enrollment of minority students in the 1970s and the career options in U.S. businesses that were slowly becoming available to minority students in the wake of the civil rights movement.

- Earned degree data reported by the National Center for Education Statistics of the U.S. Department of Education reflect the rising interest in business majors among minority students. Between 1977 and 1987, the total number of undergraduate business degrees awarded to minority students increased by 78 percent, to over 27,000 degrees. The gains in business among black students are particularly striking given that the total number of degrees awarded to black undergraduates actually declined 3 percent during this period.

- The 1990s, many agree, will be very different from the 1980s. Corporate behavior and consumer preferences will be different. The things so eagerly

pursued by so many Americans during the 1980s are, for many, less attractive and less motivating today...Substance is slowly pushing aside status in many quarters. Reports from the nation's college campuses suggest that there are growing altruistic tendencies among undergraduates, who in increasing numbers have come to view volunteer work as something more than resume padding. Concurrent with this shift in values has been a major shift in the structure of the job market in the United States. Since late 1991, major American corporations including Arco, Digital Equipment Corporation, General Motors, IBM, and Sears have announced work force reduction plans affecting over 150,000 employees. Even companies in the once booming personal computer industry such as Apple and Compaq instituted layoffs in 1991. The restructuring of the American economy, begun in the 1982 recession, was still under way during the 1992 recession.

- Combined with other dramatic political and economic events affecting both countries and corporations, these changes have important consequences for the content and the context of undergraduate management education in the 1990s. The questions and challenges for business schools are apparent. What are the long-term prospects? How will undergraduate programs and curricula change?

- Yet today a growing number of college students sense that they may not be able to equal - let alone surpass - the economic attainments of their parents. The costs of college, home, and even cars seem increasingly unattainable. Many undergraduates believe that to obtain a comfortable middle-class life in the twenty-first century they may have to be wealthy, at least by current standards. Most recognize that it will take the incomes of two working parents to provide the children in their own small families with the comforts that they may have experienced as a child in a larger family where only a father worked. This recognition of limited economic mobility reflects a fundamental change in the way the nation's young view their future. It is a dramatic shift in the paradigm of economic aspirations and sense of future opportunity.

- How are today's undergraduates planning for what they perceive to be an economically troubled future? Clearly, one aspect of their response is to engage in "portfolio building" behavior....In many ways their behavior is similar to the strategic planning that is now routine in corporations and increasingly common on college campuses: it focuses on anticipating the future, minimizing unknowns, controlling risk, securing a return on investment, and meeting goals.

(Green, 1992)

- Treisman observed that successful students, especially Asians, Jewish, and second or third generation non-minority students, more often studied in teams, helped each other through "bottle neck" concepts and undergirded each others' weaknesses. In contrast, failing students often took everything on alone: "It's me against the math department." More often, such students tried to go it alone as individuals. Collaboration and mutual support were not present among failures. This behavior, coupled with the fact that a poorly articulated mathematics program was full of traps, omissions, poor design for serving unwary freshman and sophomores, added to an extremely discouraging failure rate.

- Our greatest flaw in the community college movement has been that we have backed into a policy that has left us overly dependent on part-time staff for our delivery and our lower, competitive costs. Something legislatures now take for granted. Moreover, we have failed to acknowledge that this is a core resource that should have been regarded as an "investment" rather than a handy resource. Too few community colleges provide staff development and training for part-time faculty. If they were to be used to this extent, we should have invested more readily in their training, preparation, orientation, support, and cultivation....
  a. What is the nature of work in the emerging economy?
  b. What will be the U.S. worker's role in a new world economy? High skills? Lower pay? Creativity? Inventiveness?
  c. How will demand levels change for education and training?
  d. What are the emerging skill demands for corporations? Small business? Government services? A general service economy?
  e. How will trade agreements shape jobs and the type of work available?
  f. How will local economic development efforts relate to MCCCD training efforts?
  g. How do immigration policies and the international flow of people determine our services and programs?
  h. How does de-Sovietization, the absence of the Cold War, the management of troubled regions of the world (Bosnia, Somalia, the Middle East) shape educational policy at Maricopa?
  i. How do restructured medical care policies, children's policies, youth policies, etc., redirect Maricopa's ETL design?
  j. How do national service models, if fully funded, influence ETL thinking?

  (Elsner, 1993)

RESULTS OF MCCCD SELF-STUDY

Our Customer
- Market Identification
- Today's Teens
- Returning and Recareering Adults
- Educational and Career Objectives
- → Results of MCCCD Self-Study

It was our contention that no situational analysis was complete without a self-study.

Our objective was to gather the following types of data:

- **From students:**
  - levels of satisfaction
  - full/part-time status, day or night
  - educational objective
  - willingness to explore alternative delivery systems
- **From faculty:**
  - assessment of our customers, services, competitors, resources, environment
- **From business:**
  - training and educational needs within their organization
  - interest in educational partnerships with community colleges

While our attempts to gather this information met with mixed results, the effort was not without reward as the following analysis shows.

Management/Marketing Student Survey

Distribution of this survey during the spring semester (1994) was limited to students in management, marketing, real estate, and international business courses, in both day and evening programs. We received an excellent number of responses from the five participating campuses. While the appendix contains a complete breakdown of responses by question, and the individual campus results,

some broad generalities emerge.

- Demographically speaking the majority of respondents are part-time students (63%), business majors (76%), employed (81%), and attend only one community college (90%). Attendance patterns are less clear however, with 39 percent reporting themselves as day students, 43 percent as night students, and 19 percent who attend both day and night programs.
- 43 percent indicate transfer to the university as their primary educational objective, with 20% improving skills for present job, and 18% preparing for entry into the job market.
- 81 percent express satisfaction that courses have helped in pursuing career goals and 85 percent are satisfied with the quality of instruction.
- 70 percent would recommend the college to their family and friends interested in management and marketing.
- When asked to prioritize the factors in course selection, compatibility with scheduling was the primary concern with transferability and applicability to degree equally important.
- 46 percent compare community college classes favorably with those at the university, however, 50 percent were "neutral" on this question. The perceived differences would be interesting to explore.
- In terms of alternatives to the 16 week semester, the 8 week semester and degrees offered in condensed "block" programs were well received.
- When asked the primary reasons for attendance, convenience of location

was the priority with transferability of courses, and economical price and smaller class size tied for third.

Business/Industry Survey

Our objective in this survey was to determine 1) the training and educational needs of our sample businesses, and 2) their view of the community college relative to our competition.

- 83 percent of respondent businesses anticipate training or educational needs within the next three months.
- 29 percent of businesses see community college and private training firms equally qualified as their first choice to offer practical and relevant programming in today's business environment, whereas universities were the number one choice in 21 percent of the remaining respondents.
- In cost-effectiveness, community college was ranked number one by 48 percent of respondents with private training firms a distant second at 24 percent.
- When ranking educational options for managers and leaders 56 percent preferred non-credit seminars and workshops while 25 percent cited pursuit of a degree as their number one priority.
- When ranking educational options for staff employees, employer preference for seminars and workshops jumped to 62 percent with pursuit of degree second at 23 percent.

- The favored time for seminars/workshops was morning: 37 percent for staff employees and 43 percent for managers and leaders. Evening programs were preferred against the other options of afternoons and weekends.
- 51 percent may be willing to participate in co-op or internship programs.
- 56 percent would be interested in exploring an educational partnership with their local community college.

Internal/External Audit

This instrument was designed to cultivate the wisdom of our own faculty on the issues of our customers, services, competitors, resources, and environment. Due to the narrative form of the responses (which prohibited summary tabulation) we elected to excerpt the collective wisdom of our peers as follows:

- We should offer shorter, more concentrated courses, exploring many alternative delivery options that meet the customer's need. Suggestions include weekend college, block programs, and compressed courses/semesters.
- Regular students want cooperative/activated learning environments and business/industry clients want short term, one-credit or non-credit. All students want practical, useful information in a favorable environment. Skill-specific learning throughout the programs to facilitate the school to work transition.

- We could stimulate demand and ensure satisfaction if we service our students as customers. Elicit their input and modify present instructional and service procedures accordingly.
- Look at the number of contact hours we require.
- Our strengths are low cost, small classes, caring faculty, conveniently located campuses.
- Our competitors' (proprietary schools, University of Phoenix, etc.) strengths are anticipating change rather than responding to it, greater financial resources (that touch the student), flexible scheduling, focused programs, granting more credit for previous experience, and advertising heavily.
- Our weaknesses are small number of class offerings, canceling classes with low enrollment, out-of-date courses, uncomfortable or institutional chairs and classrooms, lack of multi-media capability, many of our courses transfer to ASU only as electives, low public image of the quality of our instruction, stigma of two-year degree.
- Competitors' weaknesses are high cost, greater commuting distances, public perception of "diploma mill" variety for private universities, ASU - parking, classes too large, TA's as teachers.
- Articulation agreements that are more favorable to MCCCD business program offerings.
- Better, more coordinated marketing efforts across the district.
- Better district policies and practices toward part-time faculty.

PARTNERSHIPS: LINKAGES BETWEEN BUSINESS AND EDUCATION

Partnerships: Linkages Between Business and Education
- **Making a "Case" for Partnerships**
- **The "Business" of Education-Successful Programs**

Much like the division of church and state, business and education have "co-existed" rather than "co-mingled". We give them the "basics" in school and business trains them with the specifics inherent in any industry. But what happens when the "basics" change and evolve at such a rate as to create a permanent state of flux? How do we educators, as products of the factory system, reinvent education?

We should recognize that we are not in this alone. Business is just as concerned and we believe, willing to be active participants if we assume the responsibilities for our portion of the partnership.

> "It is the school's responsibility to identify the needs that will benefit the partner organization whereas it is the community partner's responsibility to determine the needs that can be served. Once an agreement has been reached, a plan of action establishing goals and objectives is essential. The planning of specific activities of partnership will ensure that the needs of school and the business community are being met."
>
> (Taylor, 1991)

The "intertwining" process should be an intrinsic part of each business education program. **This means taking the cooperative education model into regular classes.** Teachers should challenge themselves to develop a cadre of industry professionals to visit their classrooms throughout the year, and if possible take students on-site to the business itself. Dovetail these visits with regular classroom

activities so students receive the most complete experience possible. In addition, we suggest we take this intertwining a step further and explore closer ties with high schools as well.

A series of excerpts follow that outline:

1. Making a "Case" for Partnerships
2. The "Business" of Education

MAKING A "CASE" FOR PARTNERSHIPS

Partnerships: Linkages Between Business and Education
→ Making a "Case" for Partnerships
• The "Business" of Education-Successful Programs

The following series of excerpts give an overview of current literature on the above topic...

- Historical role of community college was to provide job-specific skills for the businesses in their area:..this role will become increasingly important.

- Students want to change careers, make themselves more employable, and upgrade their salaries.

- In linkages with local businesses, colleges and business exchange ideas about what is needed.

(Atkins, 1993)

- The Metro Education Committee (of the local Chamber) provides a Business Resource Clearinghouse for teachers that connects schools with businesses by providing guest speakers, sponsoring career seminars and field trips to businesses, and establishing internship opportunities for students, and on-the-job experiences for teachers.

- Through the partnership between Signet Bank and the vocational education department, vocational teachers are invited to visit with and observe technicians at the bank. This observation helps teachers to develop education activities that may be used in the classroom to train their students and provides an opportunity for teachers to upgrade their technical skills and learn about new technologies that may be incorporated in their instructional program.

- Observing employees on the job provides teachers with knowledge of practical applications requiring the integration of mathematics, writing, comprehension and cognitive thinking skills. To provide students with the training that will make them competitive, teachers are collaborating with business and industry in teaching new technological skills.

- The business leaders are often excited about helping youth prepare for future employment. They show the connection between future jobs and what is being learned in the classroom; they share information that will help students examine career choices and they discuss issues dealing with

attitude, ethics, and integrity in the workplace (as well as office decorum, job interview, job seeking and job keeping skills).

- Courses, seminars, and workshops are conducted to train teachers in content and in teaching strategies to integrate economics within the existing curriculum at all grade levels.

- According to a recent special report published in *Business Week*, about 13 percent of American 17 year olds are illiterate, compared to 1 percent in Japan and Germany for the same age group. Some 73 percent of American students complete high school, while the graduation rate in Japan is 94 percent and in Germany 91 percent. It further reported that generation after generation of American high school graduates once came to their first jobs better prepared academically that the preceding generation. This is no longer the case, according to John Bishop of Cornell University.

  (Taylor, 1991)

- Students enrolled in marketing education courses can apply to participate in the program. Sales managers from RSME interview applicants and review their career aspirations statement. Each student selected is matched with a marketing executive and given a 20-hour internship in which to observe the marketing-decision processes of a company.

- The partnership is a win-win situation for students desiring to learn about marketing management and for businesses desiring to attract potential marketing management personnel.

  (Robertson, 1990)

- A disturbing and dangerous mismatch exists between what American society needs, from higher education and what it is receiving. Nowhere is the mismatch more dangerous than in the quality of undergraduate preparation provided on many campuses. The American imperative for the 21st century is that society must hold higher education to much higher expectations or risk national decline.

  (Elsner, 1993)

- Even at its best, vocational education here is a complex mix of public and private, secondary and college programs, united in only one aspect: a uniquely distant and unproductive relationship with employers.

- In the 1990s and beyond, economic pressures will force American universities into a wide range of nontraditional solutions that will change them dramatically.

- American higher education is successful because it is competitive...Both the adult-retraining movement and the establishment of ties with industry and business were led by private colleges and universities responding to economic pressures.

- Universities are looking to earn money directly through...direct business services.

(Carlson/Goldman, n.d.)

THE "BUSINESS" OF EDUCATION-SUCCESSFUL PROGRAMS

Partnerships: Linkages Between Business and Education
- Making a "Case" for Partnerships
- → The "Business" of Education-Successful Programs

The following series of excerpts give an overview of current literature on the above topic...

- These thriving programs owe their success to some common factors. **Their leaders have all taken a page from marketing textbooks and tailored programs to the existing market - to the needs of both the business world and the students they serve.**

- ...put in place classes geared to teaching state-of-the-art technology

- ...added international programs or wove an international perspective into existing business classes

- ...integrating basic economic concepts into business courses

- ..try to tailor business courses so they prepare students for higher education as well as provide knowledge and skills that enable them to move directly into the work force.

- ...working adults who are looking for additional training find ways to make classes as convenient as possible, whether by holding them at an off-campus location, even in the workplace itself, or by scheduling classes for nights and weekends.

- ...let potential students know about the new program. They creatively promote, publicize, and recruit.

- **Essentials for Success**
  - Ask businesses what skills they want in future employees.
  - Ask, "Who are our students?"
  - Tailor programs to the needs of both employers and students.
  - Use advisory boards made up of business and community people.
  - Promote program and recruit students.

- Enrollment was down in 1979 when Lloyd Bartholomew became head of the Business Education and Office Administration Department at Utah State University, Logan. The department was preparing administrative secretaries, at a time when not many women were choosing that field."

Seeing the future role of computers they changed the name of the program, gradually changed curricula (many hands-on), developed a core curriculum and two specialty options. They also believe strongly in teacher education (choosing and developing the best teachers) and advisement.

- Suggestions for becoming student friendly:
  1. Staying up-to-date: a curriculum that reflects changing needs of industry.
  2. Attracting students by tailoring class schedules to meet student's needs.
  3. 2 + 2 agreements with transfer institutions that minimize credit loss.
  4. Advisory board that is active and involved.

- Mt. Hood Community College helped a group from Kurashiki, Japan set up a Western style community college where students could attend classes taught in English, in preparation for international learning, travel, careers, and communication as well as international business, secretarial studies and business administration. There will also be movement of students between the two associated programs. Also have flexibility in scheduling: classes only on Friday nights or all day Saturday, evening program where students can earn up to 15 credits in only 3 months (designed for students who want to update their skills), 2+2 articulation with high schools and cooperative/internship program, as well as affordable community workshops and seminars for local businesses and community groups.

- Charlotte, North Carolina, is a thriving center of business and industry, an inland port, and a free-trade zone with 251 foreign-owned firms, representing 20 countries. These companies need a labor force capable of functioning in an international business environment and Central Piedmont Community College's International Business Center is providing it for them. Knowledge and skills needed to work in international banking, freight forwarding, customs brokerage, import/export transportation, and international sales and marketing.

- Put together with grant from the U.S. Department of Education's International Education Department. Courses include cooperative work experience with a local firm engaged in international business. Students must also become fluent in a foreign language.

- To reach as many students as possible, classes are offered day and night, by TV, radio, and computer, and by cable and microwave TV broadcasts at four off-campus learning centers and over 200 satellite locations throughout the country. Students can view lectures at home and take tests in the testing centers on campus or in the off-campus learning centers. The center also serves the international business community with resources; International Trade Resources Library, International Trade Education Network, publications, videos, and news of upcoming events.

- The Academy of Finance at New Hyde Park is one of 35 programs in public high schools. The enriched, elective two-year comprehensive two-year program is designed to give juniors and seniors an opportunity to learn about and prepare for careers in financial services.

- Students must meet certain criteria to enter the academy program. They must take the required high school academic courses, plus courses in computers, economics, finance, banking and credit. In junior year they can take courses accredited by Long Island University at reduced rates, earning up to 18 college credits by the time they graduate. The summer after their junior year the students work as paid interns in local financial services companies.

- International Business Manager, a two-year vocational program for juniors and seniors prepares them to go directly from high school into entry-level positions in international business. The curriculum includes regular business education courses plus classes geared specifically to international business and all students must take a foreign language.

- The unique aspect is each student has a sponsor who is a business professional in an international company in the area. The student spends at least two days a month in the sponsor's business office and then reports back to classmates about the company and its activities.

(NBEA, 1991)

- To foster and build these bridges with business, we must begin with the realization that an alliance is not a charity. It is not a one-way street. Schools must also contribute to the alliance or partnership by providing business with recognition, information, and access to the students in business programs.

- Teachers need to expand their network beyond the school environment and become acquainted with business people. ...but there must be a personal relationship to build lasting bridges between business education and business.

- A personal network with the business community must be expanded to its fullest potential. One way of accomplishing this is through students, many of whom have parents who are part of the business community.

- Some schools and colleges have abandoned cooperative work experience programs... However, this program is not only one of the most effective and efficient methods of teaching, but it affords the way for building a partnership with business.

- One of the most obvious ways to become acquainted with business is through participation in noneducational professional organizations such as the Administration Management Society...

- What can a program like this contribute to a business alliance? First and foremost, a concerned, intelligent forum or interchange of ideas can be developed.

- Access to students who are and will be consumers is important to businesses, not just for sales, but to provide them with information about a particular business or industry.

- Another way of building an alliance with business is through participation in competitive events.

- A teacher can also contribute to an alliance with business by serving as a resource person. Teach a specialized class for business. Serve as an "expert" for business. Offer services as a teacher to business.

- Perhaps the greatest nurturing of an alliance comes through recognition of the contribution made by business to business education programs. Reward mechanisms are important to every organization because they encourage attendance and involvement. Moreover, recognition efforts attract the attention and interest of other qualified people who may some day serve in the organization. Additionally, recognition brings public attention and good will to the organization because it demonstrates that the organization appreciates the efforts of its members.

- Rewards should not be given indiscriminately but should be based on actual contributions to the committee's activity. They must be distributed equitably, concentrating on individual efforts.

- Most members are willing to attend regularly and work hard, as long as their talents are used in tasks that involve them in the program, their recommendations are seriously considered, and they are given feedback

about the recommendations and efforts. (Lydeen, 1991)

- Vocational educators are charged with preparing tomorrow's workforce; to do this successfully they need the help of business. Working in business is a powerful tool for teachers who want to update their skills. Arizona's Summer Vocational Teacher Update Program has not only updated skills of educators, but increased their understanding of some of the challenges faced by business as well as education.

- Elements critical to the success of each placement include:
  - teacher orientation during which the program requirements/expectations were explained
  - daily log maintained and summarized by the teacher
  - preparation of an article for publication
  - presentation to peers during state vocational conference
  - mid-year meeting/report describing what the educator is doing in the classroom as a result of the updating. This included field trips, guest speakers, use of company's training materials, and participation in advisory committees.

- Thirty-six businesses hosted these vocational teachers. As a host, the business agreed to:
  - provide the internship opportunity at their site
  - allow the educator to work in a productive capacity
  - designate a contact person to interact with the teacher and program coordinator
  - follow the mutually developed training plan.

- Businesses were matched with the teacher/intern on an individual basis. ...A key factor--the teachers were paid stipends from vocational funds thereby eliminating the necessity of the businesses going through the hiring process. This had secondary importance as the focus of the experience could be kept directed on what the teacher requested--not just the needs of an employer.

- Many hosts expressed an appreciation for the opportunity to impact at least one teacher's class, gain a different perspective of their company's service, and share their needs for competent workers while gaining insight into teaching today's students. Specific insights gained by the participating teachers included:
  - need to have students develop oral and written communication skills
  - need to develop group problem-solving skills
  - need to maintain high expectations of student performance
  - need for keyboarding skills for all students

- need to expand computer usage in all classes
- need to understand the value of networking and office politics
- need to foster an attitude of quality toward work
- need to stress life-long learning

(Gandy/Hall, 1991)

- A recently published report, sponsored by the prestigious Allstate Forum on Public Issues, *Labor Force 2000 II: Implementing the Change. Business, Government, Education*, lends strong support to a conclusion that corporate America, in trying to recover lost influence in the global economy, is not about to allow schools to enter the 21st century without strong ties to business.

- Business and Education: Partners for the Future, a publication prepared by the Chamber of Commerce of the United States, suggests that business involvement in education is limited only by the resources and creativity available in different states and localities. This report further suggests four key areas of opportunity for business-education cooperation: (1) political action, (2) community volunteers, (3) program planning and evaluation, and (4) recognition and awards.

- This conference generated some practical arenas in which businesses can work that included the following: restructuring the system, mobilizing leadership state-by-state, giving parents a choice, lowering the dropout rate, raising college enrollments, recruiting better teachers, promoting job training, supporting preschool programs, and inspiring the students.

- An individual who is often credited with pioneering the proforma study of innovation in schools is Ronald Havelock. He has provided educational researchers with a taxonomy of change strategies and tactics that is simple to understand. His three useful perspectives are labeled:
  1. research and development
  2. problem-solving
  3. social interaction

- The final change perspective, social interaction, fits the situation presented by the three school systems. ...The following terms of the social interaction process are taken directly from Havelock:
  - Awareness
  - Interest
  - Evaluation
  - Trial
  - Adoption

(Caton, 1991)

RECOMMENDATIONS

The original purpose of this study was to offer recommendations on how to increase enrollments in marketing and management programs throughout MCCCD. It became apparent upon investigative review of pertinent factors that this problem was not limited only to MCCCD, but is national in scope and extends to most areas of business programs. Therefore, recommendations offered in this report have the **potential** to impact enrollments across **all** business and occupational disciplines.

Inherent in the successful implementation of these recommendations is that appropriate support and resources are made available at the district, college, and department levels. College administrators must demonstrate the qualities of effective leaders by having the courage and conviction to take risks and try new and different approaches to our business. Appropriate planning must take place at all levels of the organization in order to maximize the allocation/utilization of available resources throughout the district. Individual faculty and/or departments must have a clear focus of what they are trying to accomplish -- and be held accountable for their work. Creative budgeting and other systems that reward success and force weak performers to improve must be implemented. College and department leaders have to create a feeling that what people do day-to-day really is important. MCCCD workers are no different than other employees, they want to see their efforts matter and their progress measured.

This necessitates transforming what **may** be a group of inefficient, ineffective bureaucracies each of which has its own concerns and needs into dynamic, **customer-driven organizations**. Each college/department must move through the change process in its own particular way. Change is essential however, and should be embraced with enthusiasm. This speaks to the active participation of each and every member of the organization toward the achievement of district/college/department goals. We are convinced that change at MCCCD is not only necessary but also inevitable. In fact, many of the same techniques and strategies used to improve the performance of companies can be marshalled through the recommendations we offer to "reinvent" MCCCD as well.

We have organized our recommendations into the following categories:

- **Scheduling**
- **Advisement**
- **Recruitment/Retention**
- **Delivery Systems**
- **Curriculum/Programs**
- **Faculty Training and Development**
- **Articulation Agreements**
- **Classroom Environment**
- **Technology**
- **Advisory Committees**
- **Marketing**
- **Load Flexibility**
- **Administration**
- **Business Partnerships**
- **Work Co-op**
- **Planning**
- **Students as Customers**
- **Accountability Systems**

SCHEDULING

Creative, alternative scheduling of classes must be designed to offer options to students which will accommodate their work and family schedules.

- Week-end college - Friday through Sunday
- Short term offerings - credit and non-credit
- Block programs - packaged in flexible/varied schedules
- Early bird morning classes/programs
- Late evening classes to accommodate swing shift and third shift corporate employees
- Late afternoon classes to upgrade soft periods of day schedules
- Complete summer schedules to accommodate 12 month needs of community
- Holiday season short term offerings - spring and winter recesses
- 8-week semesters (5 per year)

ADVISEMENT

Comprehensive advisement services must be provided by faculty/staff members designed to assist students with course placement and selection, as well as life and career planning skills. Advisement is critical at initial placement...

- Full-time staff advisors that specialize in business programs
- Develop simplified work sheets for all certificate and degree programs
- Permanent advisor/student assignments until departure/transfer
- Comprehensive testing/evaluation/placement services
- Professional development workshops directed at job procurement and career development (ex. GBS 175)
- Student/student - faculty/student "mentor" programs
- Specialized program for re-entry students
- "Credit for prior learning" policies should be more clearly defined

RECRUITMENT/RETENTION

Appropriate recruitment and retention strategies must be developed and adhered to. We must track our students and their experiences at the college and upon graduation or transfer.

- Comprehensive marketing/promotion strategies designed to attract both external/internal target student groups
- Free tutoring services provided by faculty of respective departments, divisions, and disciplines on both an individual or group basis and promoted via published schedules
- "Block programs" designed to keep students enrolled in program specific courses to complete either certificate or degree programs
- Special promotional flyers distributed throughout existing classes and posted at various locations on campuses and to community at-large
- Faculty visitations to other classes within the department/division or discipline to promote follow-up classes and to familiarize students with other members of the faculty
- Increased offering of OE/OE programs designed to let students work at their own pace and stay committed to their educational goals
- "Job Fair" programs designed to familiarize students with job/career availability tied to their educational programs

- Implement survey systems to rate our services
- No-cancel policy for classes with low enrollments (guaranteed schedules)
- Job placement arm of colleges must be enhanced and promoted to service areas
- Develop student tracking system

DELIVERY SYSTEMS

The delivery systems for courses/programs must reflect the times. Technology must be incorporated, flexible scheduling provided, and convenient accessibility extended.

- Utilization of off-campus facilities designed to "blanket" service areas
- On-site corporate/small business offerings
- Rotating locations designed to accommodate specific target groups
- Utilization of District Office classroom/meeting space
- Increased offerings of OE/OE classes throughout business curriculum
- Multiple-section classes with low enrollments should be bundled
- Team teaching between faculty/faculty and faculty/industry representatives should be greatly enhanced
- Courses should be offered via: modem, fax, VCN, cable network, programmed learning, correspondence, and any other quality, viable methods
- Distance learning and computer-augmented instruction must be emphasized

CURRICULUM/PROGRAMS

Outdated programs/courses either must be eliminated or revamped and/or replaced by newer more timely offerings. Courses/programs offered must demonstrate a preparation for "jobs" and "careers" in their content, in how they are packaged and marketed, and particularly in how they are taught.

- More emphasis on competency based curricula
- Eliminate antiquated programs from course banks
- Revise/update programs not eliminated
- Specialize generic offerings into industry-specific programs
- Tie programs offered to **current** jobs/careers available in marketplace
- Offer international programs/TQM and customer service classes
- Specialized block programs germane to service areas, such as hospitality, etc.
- Utilize computers in all business course offerings
- Planned integration of programming with other vocational programs. (Marketing/Management students need for example, accounting and computer expertise)
- Closer cooperation with our academic counterparts, particularly in Math and English

- Offer a "strictly business" degree in a block format in cooperation with local business/industry
- Incorporate work co-op into all business programs
- Internationalize entire business curriculum

FACULTY TRAINING AND DEVELOPMENT

Quality instructional techniques/methods training must be provided to all faculty to keep their skills sharp and to assist them in providing relevant, quality experiences to students.

- Mandatory orientation programs for all new faculty at District/college/department levels
- Instructional Skills Workshops offered to all faculty but mandatory for all new part-time and residential faculty
- In-service workshops/seminars designed to provide renewal for all faculty members with a minimum contact hours requirement to maintain professional certification
- Mandatory participation in formal training program to be eligible for division/department chair positions
- Internship assignments within discipline area at local businesses.
- Quality faculty must be our hallmark, whether they are full- or part-time employees -- faculty are our primary link to the student/customers
- District should explore the Department of Education's - Summer Vocational Teacher Update program to renew and update faculty knowledge and skills
- Faculty must embrace effective teaching and learning as their primary role

ARTICULATION AGREEMENTS

Articulation agreements must be established that better enable students to transfer without difficulty. Also, these agreements must reflect the relative importance of community colleges (specifically MCCCD) in the higher education chain.

- 2+2+2 programs established between area high schools, community colleges, and universities
- Review the purpose, range and scope of all existing articulation agreements between MCCCD and other institutions
- Negotiate more favorable agreements between MCCCD/state universities to reinstate additional transfer hours for business discipline courses
- Develop new agreements with other colleges/universities to provide additional transfer options for students
- Seek acceptance of more business courses toward our own General Education requirements for two-year degrees

CLASSROOM ENVIRONMENT

Classroom environments must reflect a collaborative teaching/learning atmosphere and stress teamwork at all levels of instruction, performance, evaluation (grading), etc. to reflect the real-world workplace environment.

- Classrooms should be equipped with tables, rather than desks, to allow students to work together in close proximity and comfort
- Group projects should be used in place of individual tests/projects to enable students to learn the value of teamwork
- Instructors must truly facilitate the team/group process and move away from the lecture method whenever possible
- Students should become an integral part of the grading decision process.
- Coursework must stress process skills - team leadership, team membership, the ability to communicate, etc.
- Provide resources to bring equipment and furnishings to a more appropriate level especially on older campuses
- Faculty must demonstrate flexibility in matching student/teacher learning styles

TECHNOLOGY

State of the art technological advances must be incorporated into our classrooms, computer labs, and throughout the organization.

- Faculty must make technology a well-defined educational priority in their classrooms
- Administrators must make funding classrooms and computer lab technology a budgetary priority on a continual basis
- Administrators/business departments/divisions must pursue partnership opportunities with area businesses for equipment and funding support
- Faculty/administrators should focus on specific technology-based projects that can be readily implemented
- Technology must be integrated into all business classes not just CIS offerings
- Plans should be developed to retrofit college facilities for the installation of data networks and media retrieval systems
- Institute flexible scheduling in lab and classroom facilities
- Technology should be directed at learning outcomes, not focused only on hardware and software
- Administration should provide the technical and financial resources necessary for the faculty to develop and integrate technology into the curriculum

- State-of-the-art computer labs should be made available to faculty for purposes of media development

ADVISORY COMMITTEES

Advisory committees must be effectively utilized, which means colleges must listen and respond to their input.

- The make-up of these committees should be appropriate managers from business and industry who can speak to the specific needs of the respective program areas and be a source of potential students
- Business/industry representation should be from eight to ten individuals with 2 or 3 new members rotating in each year in order to provide fresh input while not sacrificing continuity -- also, membership should include representatives of small business within the service area
- An industry representative should serve as chairperson for these committees whenever possible
- Advisory groups should assist in providing cooperative education training sites/experience
- Industry representatives of advisory groups can help students through supporting scholarships
- Advisory groups can support college by enrolling its employees in credit and non-credit programs
- Advisory groups can assist in obtaining equipment, funding, and other donations from business and industry

- Advisory groups can assist in new program development and in establishing competencies for same
- Advisory groups can help to identify opportunities for customized training/educational programs to meet the needs of area businesses and also revlew current program offerings and recommend changes

MARKETING

Our promotion strategies must be improved upon and be reflected in an overall college marketing plan (which dovetails the strategic plan) and cascades down to respective division/departments. How we package and price our products must continuously be improved and reflect creative responses to the marketplace.

- Advertising/promotion must always sell the benefits/advantages of colleges/programs relative to student and community needs
- Marketing/promotion strategies must enhance market perceptions of AAS/community college degrees relative to job placement/career development
- Systems must be developed to continuously monitor what students, community, and businesses want and need from colleges/programs
- Marketing/promotion activities must be integrated at each college
- District/college centralized marketing functions should be explored with attendant budgetary support provided
- Facilities/equipment must be continuously enhanced to support marketing efforts
- Increased marketing/promotion directed at feeder high schools to facilitate recruitment and improve image of the community college

- Offer "strictly business" degree to differentiate MCCCD from universities in order to gain competitive advantage in the marketplace

LOAD FLEXIBILITY

Teaching load requirements must be viewed differently to allow for inclusion of non-credit offerings, seminars, workshops, in-service training activities, and industry assignments relative to partnerships, work co-op, etc..

- Colleges must support and reward (via load flexibility) entrepreneurial activities of faculty which benefit colleges/districts as follows:
    - Development activities (design, marketing, and delivery) of new market opportunities and programs
    - Recruitment activities that produce enhanced enrollments
    - Extensive involvement on key district/college committees (particularly in leadership roles)
    - Grant writing and/or fund raising activities resulting in revenue generation for colleges/district
    - Membership (leadership) in professional associations which directly benefit colleges/district
    - Community relations activities which directly benefit colleges/district.
    - Development of alternative delivery methods for existing courses (ex. OE/OE)

ADMINISTRATION

We must redefine the role of administrators from that of caretakers to dynamic leaders.

- Administrators must accept overall responsibility/accountability for results of district and its colleges
- Administrators/chairs must guide and support ETL as the primary focus of their jobs
- Managerial systems/processes must be designed and adhered to which support administrators
- Administrators must guide the future vision/path of the colleges as it relates to: marketing, articulation agreements, technology, facilities management and development, fund raising, board relations, and all pertinent external constituencies, public relations, etc.
- Administrators must assist in providing an integrated work environment for faculty, students, and administration
- Administrators must interface with business/industry leaders in developing mutually beneficial education and business partnerships
- Administrators must mandate the quality initiative throughout the district - continuous improvement cannot be voluntary

BUSINESS PARTNERSHIPS

Business and education partnerships must move well beyond just the advisory group process. We must team teach and mutually develop appropriate curriculum.

- Business leaders must come into the classroom and educators must go to the workplace on a regular systematic basis
- Work must be done with industry to construct skill mosaics followed by the appropriate blend of courses to meet industry's needs
- Participation in non-educational professional organizations such as AMA, NACPA, etc. must be enhanced
- Work co-op programs must be emphasized and filter through entire business curriculum (intertwining business and education)
- Internship and apprenticeship programs should be explored and implemented whenever possible
- Colleges should be more aggressive in recovering expenses/generating profits when involved in cooperative training agreements (workforce training) with business/industry

WORK CO-OP

The work co-op model should be brought into all business classes to assist students in their connection between educational and experiential pursuits.

- Expand work co-op programs to move toward block program models that require students to alternate attendance at school and job-site through completion of program.
- What are the benefits to the student?
  - Gains valuable experience in field of study
  - Learning becomes more relevant
  - Develops additional skills and knowledge
  - Able to work on projects and with equipment not available on campus
  - Improves self-confidence, responsibility
  - Establishes contacts with employers; begins networking for future jobs
  - Has chance to make informed decisions about job compatibility
- What are the benefits to the employer?
  - Offers a cost-effective screening program for recruiting highly qualified students
  - Gains motivated, enthusiastic employees whose work is evaluated and translated into college credits
  - Experiences less employee turnover through contact with faculty-coordinator and cooperative education office
  - Provided with the chance to communicate business and industry needs to the college
  - May experience lower recruiting and training costs with trained co-op students who are able to move into more permanent positions

- What are the benefits to the college?
  - Experiences higher retention rate since students see the relevance of education to job requirements
  - Receives valuable, current input from business and industry concerning labor market conditions with implications for course content and placement opportunities
  - Relationships with business community enhanced
  - Utilizes skill and knowledge of outstanding individuals in business to assist in the training of students
  - Uses facilities of business and industry to extend educational opportunities

PLANNING

Planning at all levels of the organization must take place in order to chart the course for the future direction of our colleges.

- District Strategic Plan (5-10 years)
- College Strategic Plans (5 years)
- College/division/department operational plans (1 year)
- District/college marketing plans (1 year)

All of the above plans should be integrated for commonality of purpose while at the same time providing for varied college goals/objectives.

- TQM/Quantum Quality systems/processes should pervade these planning activities

STUDENTS AS CUSTOMERS

The diversity of customer population we now serve must be acknowledged and be reflected in our program offerings, instruction/delivery methods and marketing/promotion strategies in order to bring value to students.

- Varied student market segments must be identified and targeted relative to program development and college/program promotional activities
- Students should be represented on occupational advisory committees and other significant college committees
- Cultural diversity of students must be acknowledged and provided for in all district/college programs
- Students should be viewed and treated as "customers" at all level of the organization
- Development and implementation of an ongoing program to capture student feedback on organizational effectiveness -- data should then be analyzed and shared with relevant departments

ACCOUNTABILITY SYSTEMS

Appropriate accountability systems should be developed which identify via regular evaluation reports the pertinent indicators/criteria of effective district/colleges/departments performance.

- To fulfill the professional ethical obligation to the colleges/district constituents
- To evaluate faculty, staff, and administrators
- To enhance colleges/district community relations
- To monitor and influence colleges/district results
- To make better decisions about colleges/district resource allocations
- To ensure effective teaching and learning

Continuous improvement and increased enrollments will not happen by accident. These results will only be realized through purposeful strategies and the diligent efforts of all employees. If we attempt to change the entire organization at once, we will fail. Instead, we need to make headway whenever and wherever possible. **As mentioned earlier in this report, most of the recommendations are not "new" and in fact many of these activities may already be happening in selected colleges throughout the district**. It is clear however, that many of these activities are not happening and will not happen without a higher level of college/district commitment. On that basis we suggest that the district consider **two possible next steps** in this process:

- Formulation of a Task Force whose charter is to develop a strategic implementation plan for the recommendations offered in this report as well as any others that may surface.

And on an immediate basis...

- A campus "pilot" program to test market selected recommendations.

District/college level support is necessary for either or both of these next steps to be enacted. This means that appropriate levels of funding and other resources be made available to support these endeavors.

Where we go from here is the critical issue! Over time, throughout the organization we have to demonstrate that different approaches to the business of education can be beneficial. We need to ensure that the culture of the district's

colleges supports its employees' efforts to deliver value to our students/customers. These are the collective behaviors that will have a positive impact on enrollments and keep us successful into the distant future.

Appendix A.

Project Proposal

January 5, 1994

To: Bertha Landrum
Tricia Euen

From: Norma Johansen-SCC
Ed O'Brien-SCC

Subject: Special Projects: Management/Marketing

Proposal:

Purpose of this study is:

- To develop strategies that will increase enrollments in the management/ marketing programs throughout the Maricopa District.
- To investigate, draw conclusions, and develop models describing new curriculum content and learning strategies for management/marketing programs.

Please realize that this proposal represents a suggested beginning approach to the project. The committee will likely make continuous adjustments/ improvements as we proceed and learn more about those issues and situational factors in the marketplace unique to each campus and/or germane to the entire district.

Internal Environmental Analysis

* Identify strengths and weakness of the organization, programs, and courses.
* Identify threats and opportunities in the organization, programs, and courses.
* Develop/evaluate enrollment histories and trends
* Survey internal customers (students) to determine:
  levels of satisfaction
  suggestions for improvement
  areas of strength or vulnerability

* Identify successful programs at other institutions, analyze applicability to Maricopa and various campuses.

* Design strategies to improve student recruitment and retention

* Define effective advisement techniques

* Establish articulation goals with traditional universities:
  - ASU
  - U of A
  - NAU

* Investigate articulation and prerequisite programs with proprietary universities such as:
  - University of Phoenix
  - Ottawa
  - Western International

* Develop format for more effective use of advisory committee meeting process

* Expand alternative delivery systems such as Saturday college, short-term courses, non-credit programs, and seminars arranged to meet needs of individual groups

* Determine viability of new programs such as:
  - International business
  - Gaming
  - Small business development centers

* Update or eliminate outdated programs or courses

External Environmental Analysis

* Identify the changing needs of business

* Business/Industry survey of external customers (businesses who hire our students):
  - What skills/qualities do employers seek?

What training needs might we fulfill?
How do we equip students to get jobs?
Assess interest of local business in internships and co-op programs

* Competitive analysis:
  Who are they?
  Who are their customers?
  What are their strengths and weaknesses?

* Investigate viability of 8 plus 8 program
  rotation program-8 weeks of school, 8 weeks of work, then 8 weeks of school etc.

Time frame of Proposal:

February 15- April 15

Those from each campus receiving reassigned time for this project will administer and tabulate results from the following instruments:

- **Internal/External Organizational Audit**
  (all full and p/t mkt/mgt.faculty)
- **Business/Industry Survey**
  (50 responses from a cross-section of small, medium, large companies)
- **Customer (Student) Survey**
  (All students enrolled in mkt/mgt. classes both day and evening)

Packets will be provided with attendant guidelines for completion that must be met to protect the integrity of the project. Studies are to be completed throughout the district by participating campuses and returned to co-leaders no later than April 15.

May 16-July 22

1) Collect primary and secondary data. Additional environmental research through consultations with educational and industry representatives.
2) Analysis of data, drawing of inferences.
3) Develop goals and objectives with recommendations for development of programs and coursework.

September 1

4) Deliver results to Occupational Education Office, Instructional Council, and Occupational Deans.

Appendix B.

Business/Industry Survey

Your name _____ Title _____

Company name _____ Phone _____

Type of Business _____ Number of Employees _____

1. Within what timeframe, do you anticipate having some kind of educational/training program within your organization?

____ 3 months ____ 6 months _____ 12 months _____ Other _____

2a. What method do you use to determine the training needs of your employees?

_____

b. What method do you use to determine the training needs of your managers/leaders?

_____

c. Would your organization benefit from a needs assessment? _____ yes _____ no

d. Would you like us to conduct one for you? _____ yes _____ no

3. Based upon your experience, rank the following educational sources. Which offer programs that are most practical and relevant in today's business environment. (Prioritize 1 - 4, 1 = High, 4 = Low)

_____ universities
_____ community colleges
_____ private training firms
_____ other _____

4. Based upon your experience, rank the following educational sources. Which offer the most cost-effective programs for your firm (Prioritize 1 - 4, 1 = High, 4 = Low)

_____ universities
_____ community colleges
_____ private training firms
_____ other _____

5. Rank the following educational options for your employees? (Prioritize 1 - 4 , 1 = High, 4 = Low))

Managers/Leaders	***Staff employees***
_____ pursuing a degree program (credit courses)	_____ pursuing a degree program (credit courses)
_____ specific seminars/workshops (non credit)	_____ specific seminars/workshops (non credit)
_____ specialized certificate program	_____ specialized certificate program
_____ other _____	_____ other _____

6 How do you typically become aware of training/educational programs available? (Prioritize 1-4,1=High, 4 = Low)

_____ Advertising ____ TV _____ Radio _____ Newspaper
_____ Direct Mail
_____ Sales Representative
_____ Other _____

7. In your estimation, how many of your employees would pursue additional training if a series of courses were offered at your location?

_____ 0-5 _____ 6-12 _____ 13 or more (How many? _____)

8. What is the most convenient time for your employees to attend? (Prioritize 1 - 4, 1 = Highest, 4 = Lowest)

Managers/Leaders		***Staff employees***	
_____ mornings	_____ evenings	_____ mornings	_____ evenings
_____ afternoons	_____ weekends	_____ afternoons	_____ weekends

9. Prioritize the following skills in order of importance for your employees. (1 = High, 4 = Low)

_____ computer skills
_____ supervisory/management skills
_____ communication skills
_____ other _____

Prioritize your firm's education/training needs in the following skill areas:

10. ***for Managers***

Marketing (Prioritize 1 - 8, 1 = high, 8 = low)
_____ advertising
_____ market research
_____ sales
_____ public relations
_____ international marketing
_____ distribution
_____ customer service
_____ event marketing

Management (Prioritize 1 - 12, 1 = high, 12 = low)
_____ human resources
_____ purchasing
_____ supervisory/management
_____ organizational development
_____ leadership skills
_____ total quality management
_____ technical management
_____ time management
_____ negotiation skills
_____ presentation skills
_____ problem solving
_____ human relations

List any additional training or skill development needs not identified above. _____

11 ***for Employees***

Marketing (Prioritize 1 - 8, 1 = high, 8 = low)
_____ advertising
_____ market research
_____ sales
_____ public relations
_____ international marketing
_____ distribution
_____ customer service
_____ event marketing

Management (Prioritize 1 - 12, 1 = high, 12 = low)
_____ human resources
_____ purchasing
_____ supervisory/management
_____ organizational development
_____ leadership skills
_____ total quality management
_____ technical management
_____ negotiation skills
_____ presentation skills
_____ problem solving
_____ human relations

List any additional training or skill development needs not identified above. _____

12. Would your company participate in an internship or work co-op program designed to prepare students for future positions in your company?

_____ yes _____ no

13. Do you have a tuition reimbursement program?

_____ yes _____ no

14. Looking ahead how likely is it your company will be doing business with clients internationally?

_____ very likely _____ somewhat likely _____ not likely

15. Would your firm be interested in exploring an educational "partnership" with your local community college?

_____ yes _____ no

16. What is the most important challenge your business is facing today?

_____

_____

_____

Internal/External Organizational Audit

As you answer the following questions from your point-of-view, please consider the interrelationship among many of these elements. In some cases you will be asked to refer back to some of your previous answers to further refine your thoughts in another area. Most questions can be answered in outline form or using bullets. Please use the reverse of page for additional comments.

Our Customer (students)...

What customer groups do we serve? Be specific. (Age, reasons for attending school, demographics, levels of experience, skill levels, etc.)

Present customers:

Future or prospective customers:

What are the needs, wants, and expectations of these two groups? (Note differences and similarities)

Present customers:

Future or prospective customers:

Where are these customers (geographically) and is location an issue?

Present customers:

Future or prospective customers:

How will the requirements of our present customers change? How should we respond?

How can we make it easier and more convenient for our customers to do business with us?

How do we stimulate the demand and ensure satisfaction? Give some effective recruitment and retention strategies.

Our Services...

Now that you have a "mental picture" of our customer, consider the services we offer such as registration, advisement, workshops, credit and non-credit courses, etc. Answer the following questions.

What types of services should we add, discontinue, or revise?

ADD	DISCONTINUE	REVISE

What courses or programs should we add, discontinue, or revise?

ADD	DISCONTINUE	REVISE

Identify changes that have taken place in the business environment. How should we respond ?

What role does academic advisement have in recruiting and retaining students? How effective is your campus advisement program? Suggest improvements or note successful advisement practices.

_____

_____

_____

_____

_____

There appears to be a diminishing demand for 16 week courses. What other scheduling or programming suggestions do you have? Check all that apply and make additional suggestions please.

_____ Saturday College (Condensed schedules meeting only on Saturdays for 5 -10 weeks)
_____ Off-campus training programs (On-site at local businesses to meet their training/skill building needs)
_____ 8+8 program with local business (8 week rotations in classroom, then out to job site, then school, etc.)

Other suggestions:_____

_____

_____

_____

Our Competitors...

Refer back to your answers on "Our Customer". What other institution (s) target these groups?

Who is our competition, specifically?

_____ other campuses in Maricopa? If so, who and why? _____

_____

_____ private schools (Grand Canyon, DeVry, Western International, Ottawa, University of Phoenix, etc.)

_____ State universities (ASU, U of A, NAU,)

Others:_____

_____

_____

Identify the strengths

OURS: THEIRS:

Identify the Weaknesses

OURS: THEIRS:

Consider our competition's customers. Which groups should we try to recruit? How?

What types of advertising and promotion do they use? Would a similar approach work for us?

Our Resources...

Do we have the human, technological, and financial resources to meet the needs of our customers?

To meet the need today? Explain.

_____

_____

_____

To meet future needs:

What do we need to meet the needs and expectations of our current and future students? Make two lists, one with and one without a bond election. Consider technology, (A/V, computers, overheads) facilities, human resources,. In short, what should our classroom of the future be?

WITH A BOND ELECTION	WITHOUT A BOND ELECTION
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

In your opinion, do we have the support we need from the campus administration? Be specific.
Answer each category with a "yes" or a "no" and make comments below.

Yes____ No____human resources Yes____ No____technology/facilities

Yes____ No____financial resources Yes____

No____other_____

comments:_____

_____

_____

Our Environment...

What do you need from leadership at the department/division level that is now lacking? Prioritize 1-6 (1=Highest, 6=Lowest) and make comments

_____ Strategic and tactical plans _____ Operating plans _____ Better marketing programs

_____ Alternative transfer programs (other than state universities) _____ More coordination of effort

_____ Other

_____

Comments:

_____

_____

_____

_____

What do you need from leadership at the district that is now lacking? Prioritize 1-7 (1=Highest, 7=Lowest) and make comments

_____ Strategic and tactical plans _____ Operating plans _____ Better marketing programs

_____ More favorable articulation agreements with state universities _____ More coordination of effort

_____ Review of the number general education courses required for occupational degrees

_____ Other

_____

Comments:

_____

_____

_____

Do you consider the Advisory Committee process an effective method of exchange between ourselves and business? If no, suggest some modifications.

_____

_____

_____

_____

Any other concerns, comments, criticisms, opportunities and threats, that you want to share?

Management / Marketing Student Survey

The purpose of this survey is to determine the strengths, weaknesses, and opportunities for improvement that exist within the Marketing and Management programs available on this campus. Please take a few minutes to carefully respond to each of the following questions as honestly and completely as possible, but do not identify yourself. All responses will be kept strictly confidential and be used as group data only.
Please put the course number of this class on your Scantron but do not write on this page.

Which of the following describes you? **(Mark all that apply)**

1. *Your major ...* **A**. business **B**. accounting **C**. occupational program **D**. other **(Answer on line 1)**
2. **A**. full-time (12 cr. or more per semester) **B**. part-time (11 credits or less)
3. **A**. primarily a day student **B**. take both day and night classes **C**. primarily a night student
4a. *Are you currently employed?* **A**. yes **B**. no *Type of job* **(Answer on line 4b)**
5. *Do you attend other community colleges?* **A**. yes **B**. no *If so, where?* **(Answer on line 5)**
6. *Why do you attend multiple campuses?* **(Answer on line 6)**

7. *What is your primary educational objective?* **(Mark only one)**

A. Prepare to transfer to another college or university.
What school and what will be your major? **(Answer on line 7)**

B. Prepare to enter the job market.
If you are following a certificate or associate program please specify. **(Answer on line 7)**

C. Improve skills for your present job

D. Explore courses to decide on a new career

E. Remedy or review basic skills

F. Study topics of interest or for self-improvement

G. Prepare to change careers

Based on your personal experiences, indicate your level of satisfaction with the following campus services as they relate to the business department's management and marketing curriculum.

A VERY SATISFIED **B**. SOMEWHAT SATISFIED **C**. NEUTRAL
D. SOMEWHAT DISSATISFIED **E**. HIGHLY DISSATISFIED

8. Courses taken have helped me in pursuing my career goals	A.	B.	C.	D.	E.
9. Academic advisement/counseling	A.	B.	C.	D.	E.
10. Availability of scholarships and financial aid	A.	B.	C.	D.	E.
11. Registration process	A.	B.	C.	D.	E.
12. Convenience of class scheduling	A.	B.	C.	D.	E.
13. Variety of courses	A.	B.	C.	D.	E.
14. Helpfulness/individual attention of faculty	A.	B.	C.	D.	E.
15. Quality of instruction	A.	B.	C.	D.	E.
16. Career/transfer preparation	A.	B.	C.	D.	E.
17 Job placement services	A.	B.	C.	D.	E.
18. Facilities and equipment	A.	B.	C.	D.	E.
19. Orientation/new student services	A.	B.	C.	D.	E.

20. *Would you recommend attending this college to your family and friends interested in management and marketing?*
A. Yes **B**. Unsure **C**. No *Why?* **(Answer on line 20)**

When choosing courses... **(Prioritize)**
A. Highest B. Medium C. Low D. Lowest

21.	*they must be transferable to the university.*	A.	B.	C.	D
22.	*they must fit into my schedule (right days/times).*	A.	B.	C.	D
23.	*they must be required for my associate/certificate program.*	A.	B.	C.	D
24.	*they must help me on my job*	A.	B.	C.	D

Please respond to the following statements: **(Please use fill-in sheet for your comments.)**
A. strongly agree B. agree C. neutral D. disagree *Why? (Comments)*

25. *The topics covered in the **marketing** courses are representative of the subject and relevant to the job market.*
26. *The topics covered in the **management** courses are representative of the subject and relevant to the job market.*
27. *The quality of courses at this community college compare favorably with those at the university.*
28. *The quality of courses at this community college compare favorably with training at work.*
29. *The sixteen week semesters are an effective time frame for my needs.*

30. *Which **marketing** courses have you taken?* **(Answer on line 30)**
31. *Which **management** courses have you taken?* **(Answer on line 31)**

Rank your level of interest in the following "alternative delivery" options: **(Prioritize)**
A. Highest B. Medium C. Lower D. Lowest

32.	*8-week semesters -classes meet for twice the time,*	A.	B.	C.	D.
33.	*late-starting classes of 12-14 weeks*	A.	B.	C.	D.
34.	*"Saturday" college (5 Saturdays of 8 hours each) to complete each course.*	A.	B.	C.	D.
35.	*degrees in "block programs" that offer condensed classes through to completion.*	A.	B.	C.	D.

36. Other **(Answer on line 36)**

The primary reasons I attend this college are: **(Prioritize)**
A. Highest B. Medium high C. Medium D. Low E. Lowest

37.	*convenient location (close to home or work)*	A.	B.	C.	D.	E.
38.	*economically priced*	A.	B.	C.	D.	E.
39.	*quality of instruction*	A.	B.	C.	D.	E.
40.	*smaller class size*	A.	B.	C.	D.	E.
41.	*courses transfer to the universities*	A.	B.	C.	D.	E.

42. *other reasons* **(Answer on line 42)**

Rank the following courses you would take if offered? **(Prioritize)**
A. Highest B. Medium C. Lower D. Lowest

43.	*international business*	A.	B.	C.	D.
44	*leadership skills*	A.	B.	C.	D.
45.	*importing and exporting*	A.	B.	C.	D.
46.	*TQM*	A.	B.	C.	D.

47. *other suggestions for courses in which you would enroll* **(Answer on line 47)**

Thank you!

Fill-in Answers:

1. _____
4b _____
5. _____
6. _____
7. _____
20. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
36. _____
42. _____
47. _____

Fill-in Answers:

1. _____
4b. _____
5. _____
6. _____
7. _____
20. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____
31. _____
36. _____
42. _____
47. _____

Appendix C.

Combined Campus Results of Management/Marketing Student Survey

770 total respondents

Which of the following describes you? (Mark all that apply.)

			# of responses	% of total
Question 1:	**Your Major is..**			
	Business		384	76%
	Accounting		28	6%
	Occupational Program		91	18%
		Total	503	100%
Question 2:	Full-time (12 cr. or more per semester)		266	37%
	Part-time (11 cr.. or less)		451	63%
		Total	717	100%
Question 3:	Primarily a day student		280	39%
	Take both day and night classes		134	19%
	Primarily a night student		309	43%
		Total	723	100%
Question 4:	**Are you currently employed?**			
	Yes		583	81%
	No	Total	135	19%
			718	100%
Question 5:	**Do you attend other community colleges?**			
	Yes		73	10%
	No	Total	642	90%
			715	100%
Question 7:	**What is your primary educational objective? (Mark only one.)**			
	Prepare to transfer to another college or university.		298	43%
	Prepare to enter the job market.		125	18%
	Improve skills for your present job.		136	20%
	Explore courses to decide on a new career.		70	10%
	Remedy or review basic skills.		11	2%
	Study topics of interest or for self-improvement		27	4%
	Prepare to change careers.		26	4%
		Total	693	100%

Based on your personal experiences, indicate your level of satisfaction with the following campus services as they relate to the business department's management and marketing curriculum.

Question 8:	**Courses taken have helped me in pursuing my career goals.**			
	Very satisfied		301	42%
	Somewhat satisfied		283	39%
	Neutral		108	15%
	Somewhat dissatisfied		22	3%
	Highly dissatisfied		9	1%
		Total	723	100%
Question 9:	**Academic advisement/counseling.**			
	Very satisfied		112	15%
	Somewhat satisfied		210	29%
	Neutral		266	36%
	Somewhat dissatisfied		90	12%
	Highly dissatisfied		54	7%
		Total	732	100%
Question 10:	**Availability of scholarships and financial aid.**			
	Very satisfied		60	8%
	Somewhat satisfied		117	16%
	Neutral		420	59%
	Somewhat dissatisfied		70	10%
	Highly dissatisfied		46	6%
		Total	713	100%
Question 11:	**Registration process.**			
	Very satisfied		241	33%
	Somewhat satisfied		246	34%
	Neutral		121	17%
	Somewhat dissatisfied		79	11%
	Highly dissatisfied		44	6%
		Total	731	100%
Question 12:	**Convenience of class scheduling.**			
	Very satisfied		185	26%
	Somewhat satisfied		291	40%
	Neutral		125	17%
	Somewhat dissatisfied		89	12%
	Highly dissatisfied		35	5%
		Total	725	100%

Based on your personal experiences, indicate your level of satisfaction with the following campus services as they relate to the business department's management and marketing curriculum.

Question 13:	**Variety of courses.**			
	Very satisfied		167	23%
	Somewhat satisfied		309	43%
	Neutral		156	21%
	Somewhat dissatisfied		78	11%
	Highly dissatisfied		16	2%
		Total	726	100%
Question 14:	**Helpfulness/individual attention of faculty.**			
	Very satisfied		269	35%
	Somewhat satisfied		300	39%
	Neutral		160	21%
	Somewhat dissatisfied		32	4%
	Highly dissatisfied		9	1%
		Total	770	100%
Question 15:	**Quality of instruction.**			
	Very satisfied		300	42%
	Somewhat satisfied		303	43%
	Neutral		74	10%
	Somewhat dissatisfied		24	3%
	Highly dissatisfied		5	1%
		Total	706	100%
Question 16:	**Career/transfer preparation**			
	Very satisfied		88	12%
	Somewhat satisfied		224	31%
	Neutral		348	48%
	Somewhat dissatisfied		37	5%
	Highly dissatisfied		21	3%
		Total	718	100%
Question 17:	**Job placement services**			
	Very satisfied		38	5%
	Somewhat satisfied		91	13%
	Neutral		523	73%
	Somewhat dissatisfied		43	6%
	Highly dissatisfied		19	3%
		Total	714	100%

Based on your personal experiences, indicate your level of satisfaction with the following campus services as they relate to the business department's management and marketing curriculum.

Question 18:	**Facilities and equipment**		
	Very satisfied	11	2%
	Somewhat satisfied	326	51%
	Neutral	250	39%
	Somewhat dissatisfied	43	7%
	Highly dissatisfied	13	2%
	Total	643	100%
Question 19:	**Orientation and new student services.**		
	Very satisfied	56	8%
	Somewhat satisfied	155	22%
	Neutral	410	57%
	Somewhat dissatisfied	64	9%
	Highly dissatisfied	33	5%
	Total	718	100%
Question 20:	**Would you recommend attending this college to your family and friends interested in management and marketing?**		
	Yes	491	70%
	Unsure	177	25%
	No	29	4%
	Total	697	100%

When choosing courses: (Prioritize each statement)		Highest priority	Medium priority	Low priority	Lowest priority	Total	Highest priority	Medium priority	Low priority	Lowest priority
Question 21:	they must be transferable to the university	343	187	95	83	708	48%	26%	13%	12%
Question 22:	they must fit into my schedule (right days and times)	419	217	54	19	709	59%	31%	8%	3%
Question 23:	they must be required for my associate/certificate program	334	193	109	73	709	47%	27%	15%	10%
Question 24:	they must help me on my job	249	207	139	127	722	34%	29%	19%	18%

Please respond to the following statements:		Strongly agree	Agree	Neutral	Disagree	Total	Strongly agree	Agree	Neutral	Disagree
Question 25:	The topics covered in the marketing courses are representative of the subject and relevant to the job market	199	233	216	11	659	30%	35%	33%	2%
Question 26:	The topics covered in the management courses are representative of the subject and relevant to the job market	254	253	160	9	676	38%	37%	24%	1%
Question 27:	The quality of courses at this community college compare favorably with those at the university	113	198	336	33	678	17%	29%	50%	5%
Question 28:	The quality of courses at this community college compare favorably with training at work	120	288	243	22	673	18%	43%	36%	3%
Question 29:	The sixteen week semesters are an effective time frame for my needs	208	303	115	49	675	31%	45%	17%	7%

Rank your level of interest in the following "alternative delivery" options: (Prioritize)		Highest priority	Medium priority	Low priority	Lowest priority	Total	Highest priority	Medium priority	Low priority	Lowest priority
Question 32:	8-week semesters-classes meet for twice the time	202	217	134	109	662	31%	33%	20%	16%
Question 33:	Late-starting classes of 12-14 weeks	122	242	199	109	672	18%	36%	30%	16%
Question 34:	"Saturday"college (5 Saturdays of 8 hours each) to complete each course	108	152	145	248	653	17%	23%	22%	38%
Question 35	Degrees in "block programs" that offer condensed classes through to completion	157	208	164	105	634	25%	33%	26%	17%

The primary reasons I attend this college are:		Highest priority	Medium high priority	Medium priority	Low priority	Lowest priority	Total	Highest priority	Medium high priority	Medium priority	Low priority	Lowest priority
Question 37:	convenient location (close to home or work)	314	173	101	54	57	699	45%	25%	14%	8%	8%
Question 38:	economically priced	225	219	156	63	54	717	31%	31%	22%	9%	8%
Question 39:	quality of instruction	200	232	172	60	32	696	29%	33%	25%	9%	5%
Question 40:	smaller class size	215	213	135	84	46	693	31%	31%	19%	12%	7%
Question 41:	courses transfer to the universities	232	145	124	80	79	660	35%	22%	19%	12%	12%

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Rank the following courses you would take if offered? (Prioritize)		Highest priority	Medium priority	Low priority	Lowest priority	Total	Highest priority	Medium priority	Low priority	Lowest priority
Question 43:	International business	269	184	152	96	701	38%	26%	22%	14%
Question 44:	Leadership skills	313	212	97	40	662	47%	32%	15%	6%
Question 45:	Importing and exporting	126	162	186	170	648	20%	25%	29%	26%
Question 46:	TQM	196	172	134	109	611	32%	28%	22%	18%

BUSINESS/INDUSTRY SURVEY RESULTS

1. Within what timeframe, do you anticipate having some kind of educational/training program within your organization?

3 months	11
6 months	4
12 months	1
Other - Currently	14

2a. What method do you use to determine the training needs of your employees?

Employee Advisory groups
Needs assessment
Surveys
Testing
Observation
Evaluations

2b. What method do you use to determine the training needs of your managers/leaders?

Corporate guidelines
Internal assessment
Surveys
Testing
Evaluations
Observation

2c. Would your organization benefit from a needs assessment?

Yes	24
No	24
Maybe	1

2d. Would you like us to conduct one for you?

Yes	7
No	40
Maybe	2

3. Based upon you experience, rank the following educational sources. Which offer programs that are most practical and relevant in today's business environment. (Prioritize 1-4)

Priority	1	2	3	4
Universities	11	8	17	8
Community colleges	15	17	7	2
Private training firms	15	14	9	2
Other - Experience	4	1	0	2
Internal Training	7	1	0	0

4. Based upon your experience, rank the following educational sources. Which offer the most cost-effective programs for your firm. (Prioritize 1-4)

Priority	1	2	3	4
Universities	3	3	7	1
Community Colleges	10	4	2	2
Private training firms	5	7	4	2
Other - Experience	1	2	0	0
Internal Training	1	1	1	1

5. Rank the following educational options for your employees. (Prioritize 1-4) **for managers/leaders**

Priority	1	2	3	4
Pursuing a degree (credit)	13	6	14	4
Seminars/workshops(non-credit)	29	10	2	1
Specialized certificate	8	15	15	0
Other	2	1	0	2

for staff employees

Priority	1	2	3	4
Pursuing a degree (credit)	12	10	11	3
Seminars/workshops (non-credit)	32	5	5	0
Specialized certificate	6	17	16	0
Other - Journals/tapes	2	1	0	8

6. How do you typically become aware of the training/education programs available? (Prioritize 1-4)

Priority	1	2	3	4
Advertising	9	5	11	3
Direct Mail	29	5	1	0
Sales representative	2	12	6	1
Other	7	3	2	5

Advertising: TV 6 Radio 7 Newspaper 11

7. In your estimation, how many of your employees would pursue additional training if a series of courses were offered at your location?

0-5	8
6-12	14
13 or more	20

How many? 20 to 100

8. What is the most convenient time for your employees to attend? (Prioritize 1-4)

for managers/leaders

Priority	1	2	3	4
Mornings	21	4	4	5
Afternoons	9	6	6	5
Evenings	13	5	7	3
Weekends	6	5	4	10

for staff employees

Priority	1	2	3	4
Mornings	19	2	4	6
Afternoons	8	9	4	4
Evenings	17	4	7	3
Weekends	7	6	4	9

9. Prioritize the following skills in order of importance for your employees.

Priority	1	2	3	4
Computer skills	17	11	14	1
Supervisory/mgt skills	9	15	12	4
Communication skills	21	13	5	2
Other	4	4	4	3

10. Prioritize your firm's education/training needs in the following skill areas:
for managers - Management

Prioritize	1	2	3	4	5	6	7	8
Advertising	3	3	4	2	8	3	3	4
Market Research	3	4	5	8	4	3	2	2
Sales	4	7	8	3	1	2	1	2
Public relations	6	9	6	6	4	0	1	1
Internat'l marketing	2	3	1	2	1	1	0	18
Distribution	1	2	0	3	3	10	7	3
Customer service	24	5	2	1	1	2	0	1
Event marketing	4	5	2	4	2	2	6	6

for Managers - Management

Prioritize	1	2	3	4	5	6	7	8	9	10	11	12
Human resources	9	5	3	2	4	2	2	2	0	1	4	1
Purchasing	14	1	0	2	1	2	0	1	3	1	5	17
Supervisory/mgt	10	6	5	6	3	2	4	2	0	0	1	0
Organizational dev.	10	6	6	5	2	4	1	1	1	5	1	0
Leadership skills	14	3	6	5	3	3	1	1	2	1	0	0
TQM	10	6	6	4	1	1	2	1	4	2	2	0
Technical mgt.	6	4	2	1	1	5	1	2	4	6	2	3
Time mgt.	7	7	2	7	1	3	5	3	2	2	1	0
Negotiation skills	8	3	1	1	2	4	6	3	2	4	3	3
Presentation skills	6	4	0	2	6	2	3	8	4	2	1	2
Problem solving	6	5	8	2	3	6	2	1	2	2	0	0
Human relations	14	2	5	3	3	2	1	3	2	1	2	0
Other-computers	1											

11. Prioritize your firm's education/training needs in the following skill areas:

for employees - Marketing

Priority	1	2	3	4	5	6	7	8
Advertising	1	3	2	4	4	4	3	6
Market research	2	0	1	6	6	3	5	4
Sales	4	8	7	1	3	2	1	5
Public relations	5	11	4	5	4	0	0	3
Internat'l marketing	0	1	1	2	0	2	2	18
Distribution	0	1	0	4	3	7	6	6
Customer service	26	2	2	3	0	1	0	2
Event marketing	2	1	6	3	2	2	4	7

for employees - Management

Priority	1	2	3	4	5	6	7	8	9	10	11	12
Human resources	11	0	3	1	4	2	3	2	0	8	4	1
Purchasing	16	1	1	1	0	1	2	1	3	3	8	7
Supervisory/mgt	6	2	2	1	1	5	5	7	4	1	1	0
Organizational dev.	10	1	3	3	3	2	1	5	3	3	1	1
Leadership skills	10	3	1	4	3	5	5	2	1	1	0	1
TQM	6	9	4	1	6	4	0	1	3	2	1	1
Technical Mgt.	2	6	3	5	1	2	2	3	4	0	1	2
Time management	0	0	0	1	0	1	1	0	0	1	0	0
Negotiation skills	4	0	7	10	4	4	1	2	0	2	3	0
Presentation skills	7	6	3	1	7	4	2	3	3	1	2	0
Problem solving	8	12	8	2	0	4	1	3	0	1	0	1
Human relations	16	3	5	3	0	3	2	1	2	0	0	0

12. Would your company participate in an internship or work co-op program designed to prepare employees for future positions in your company?

Yes	22
No	23
Maybe	2

13. Do you have a tuition reimbursement program?

Yes	37
No	12

14. Looking ahead how likely is it your company will be doing business with clients internationally?

Very likely	11
Somewhat likely	7
Not likely	25

15. Would your firm be interested in exploring an educational "partnership" with your local community college?

Yes	27
No	16
Maybe	5

16. What is the most important challenge your business is facing today?

Fundraising
Competition
Health care reform
Bank consolidations
Keeping up with change
Customer service
Staffing
Global competition
Large mega-stores
Maintaining growth

Appendix D.

FTSE FOR BUSINESS COURSES BY FISCAL YEAR

	1990-1991 Fiscal Year	1991-1992 Fiscal Year	1992-1993 Fiscal Year
	Ftse By Year	Ftse By Year	Ftse By Year
ACC	1311.12	1175.60	963.57
BPC	1412.59	1599.65	1573.19
CIS	1138.42	1159.65	1052.03
GBS	927.67	897.98	783.58
HRM	70.32	65.65	65.42
IBS	1.30	2.20	0.38
MGT	541.95	467.92	399.22
MKT	258.13	224.38	203.50
OAS	453.61	423.33	376.07
REA	78.05	111.25	88.85
SBS	17.30	8.98	12.57
TQM			7.07
TOTAL	6210.46	6136.60	5525.45

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BUSINESS FTSE BY PREFIX FALL 1990

Term	Prefix	Ftse By Term
906	ACC	1,213.56667
906	BPC	1,140.11667
906	CIS	1,063.4
906	GBS	910.86667
906	HRM	68.68
906	MGT	488.4
906	MKT	250.13333
906	OAS	449.76667
906	REA	64.8
906	SBS	9.2
TOTAl		5,658.93

BUSINESS FTSE BY PREFIX SPRING 1991

Term	Prefix	Ftse By Term
912	ACC	1,118.36667
912	BPC	1,244.41667
912	CIS	1,009.76667
912	GBS	779.7
912	HRM	71.96333
912	IBS	2.6
912	MGT	505.7
912	MKT	233.73333
912	OAS	384.36667
912	REA	76.7
912	SBS	14.93333
TOTAL		5,442.24667

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BUSINESS FTSE BY PREFIX FALL 1991

Term	Prefix	Ftse By Term
916	ACC	1,093.43333
916	BPC	1,281.61667
916	CIS	1,079.76667
916	GBS	856.56667
916	HRM	66.57467
916	IBS	3.53333
916	MGT	475.4
916	MKT	221.2
916	OAS	388.16667
916	REA	105.7
916	SBS	11.46667
TOTAL		5,583.42467

BUSINESS FTSE BY PREFIX SPRING 1992

Term	Prefix	Ftse By Term
922	ACC	1,006.73333
922	BPC	1,419.21667
922	CIS	1,040.2
922	GBS	762.23333
922	HRM	64.66667
922	IBS	0.86667
922	MGT	402.13333
922	MKT	200.33333
922	OAS	381.06667
922	REA	100.3
922	SBS	3.8
TOTAL		5,381.55

BUSINESS FTSE BY PREFIX FALL 1992

Term	Prefix	Ftse By Term
926	ACC	900.06667
926	BPC	1,280.16667
926	CIS	954.66667
926	GBS	740.16667
926	HRM	65.94933
926	MGT	376.73333
926	MKT	204.73333
926	OAS	346.33333
926	SEA	74.1
926	SBS	10.6
TOTAL		4,953.516

1993

BUSINESS FTSE BY PREFIX SPRING ~~1992~~

Term	Prefix	Ftse By Term
932	ACC	791.16667
932	BPC	1,183.31667
932	CIS	939.06667
932	GBS	665.03333
932	HRM	64.6
932	IBS	0.76667
932	MGT	380.53333
932	MKT	181.16667
932	OAS	317.63333
932	REA	88.5
932	SBS	9.03333
932	TQM	11.4
TOTAl		4,632.21667

BUSINESS FTSE BY PREFIX FALL 1993

Term	Prefix	Ftse By Term
936	ACC	738.86667
936	BPC	320.76667
936	CIS	893.16667
936	GBS	619.4
936	HRM	65.45
936	IBS	1.8
936	MGT	325.13333
936	MKT	156.6
936	OAS	171.56667
936	REA	66.6
936	SBS	1.26667
936	TQM	33.06667
TOTAL		3,393.68333

A's highest of the FTSE CEICX short term recent courses started after January, 1994

B same as A

C same as A

D same as A.

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Appendix E.

FIVE COMPETENCIES

Resources: Identifies, organizes, plans, and allocates resources

A. Time - Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
B. Money - Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
C. Material and Facilities - Acquires, stores, allocates, and uses materials or space efficiently
D. Human Resources - Assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

A. Participates as Member of a Team - contributes to group effort
B. Teaches Others New Skills
C. Serves Clients/Customers - works to satisfy customers' expectations
D. Exercises Leadership - communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
E. Negotiates - works toward agreements involving exchange of resources, resolves divergent interests
F. Works with Diversity - works well with men and women from diverse backgrounds

Information: Acquires and uses information

A. Acquires and Evaluates Information
B. Organizes and Maintains Information
C. Interprets and Communicates Information
D. Uses Computer to Process Information

Systems: Understands complex inter-relationships

A. Understands Systems - knows how social, organizational, and technological systems work and operates effectively with them
B. Monitors and Corrects Performance - distinguishes trends, predicts impacts on system operation, diagnoses deviations in systems' performance and corrects malfunctions
C. Improves or Designs Systems - suggests modifications to existing systems and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies

A. Selects Technology - chooses procedures, tools or equipment including computers and related technologies

B. Applies Technology to Task - Understands overall intent and proper procedures for setup and operation of equipment

C. Maintains and Troubleshoots Equipment - Prevents, identifies, or solves problems with equipment, including computers and other technologies

(SCANS, 1994)

from "Critical Skills and the CEO", by Charles C. Jett and John H. Callen, Jr.
(From internet)

Exhibit IV

- **Communications**-getting ideas out of your head and into the heads of others--either through speaking or writing. This includes the ability to listen and receive ideas from others.

- **Analytical**-being able to take a lot of information, sort out the relevant facts, develop findings, draw conclusions, and make recommendations. It is the ability to determine 'What all the stuff means.' This is the logical thinking process.

- **Production**-being able to 'make something happen'. To take something from the idea stage to the product stage. It can be as simple as wanting to make a float for a homecoming parade and then doing it, to something as complex as designing and building the best selling and highest quality car in the world.

- **Teamwork**-being able to work effectively as a member of a team in a collective effort to solve a problem. Being able to contribute ideas to the group; getting ideas from others; giving credit to others where it is due; getting credit for your own contributions. In essence, the goal of an effective team member is to be recognized as a valued member of the team--not necessarily as the team leader.

- **Time management**-the ability to set priorities and manage your time. It is the typical problem of having 10 things to do in the day--4 are critical -- and no one is going to tell you what 4 are most important. You have to figure it out-- and you have to be able to get by on the other six.

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